DOCUMENT RESUME

ED 124 743 95 CE 007 359

AUTHOR	McMinn, James H.
TITLE	A Career Education Project on the Mississippi Gulf Coast. Final Report.
INSTITUTION	Mississippi State Board for Vocational Education, Jackson.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
REPORT NO	VT-120-867
PUB DATE	Jul 75
NOTE	138p.; Pages 54-73 and 122-134, containing xeroxed copies of newspaper photographs and articles about the project, were removed from the document and are not included in the pagination
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Career Awareness; *Career Education; Curriculum Evaluation; Demonstration Programs; *Elementary Secondary Education; Integrated Curriculum; *Program Development; *Program Evaluation; School Community Cooperation; Summative Evaluation
IDENTIFIERS	Mississippi

ABSTRACT

The report contains a summary of the project activities and the third party evaluations for the academic years 1973-74 and 1974-75. Discussed in the summary are the objectives and accomplishments of the past year for elementary, junior high, and senior high school levels. The areas of dissemination, data collection, staff utilization, and staff development are emphasized. Each evaluation report contains: a detailed description of the geographic, economic, and social factors of the school district; program objectives and implementation for that year; the evaluation analysis; recommendations; and summary. The overall goal of the project was to provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program was implemented to accomplish 10 objectives in attaining this goal, and the evaluation team assessed results for each of these objectives. Evaluation procedures included data collection; analysis of records, reports, and program activities; analysis of input from staff, parents, students, and consultants; and student test results. It was concluded that the goal and objectives of the career project had been adequately met. Test scores are included in the evaluation reports. (RG)

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FINAL REPORT

March 1973 - June 1975

A CAREER EDUCATION PROJECT ON THE MISSISSIPPI GULF COAST

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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P. O. Box 771
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June, 1975

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I. Activities, Accomplishments, and Objectives.

A. Objectives. The following list of objectives were implemented at the elementary level during this reporting period.

1. To secure resource speakers as required by teachers.
2. To compile a list of speakers used during the year.
3. To continue the coordination of the films obtained through the State Board of Health and the Research and Curriculum Unit.
4. To compile data on film usage.
5. To work with students individually and in small groups.
6. To continue to work with teachers individually, in small groups, and by departments.
7. To continue to secure publicity for the awareness level.
8. To document activities by the taking of pictures.
9. To continue the professional growth of the coordinators.
10. To continue obtaining informal feedback.
11. To attend all staff, guidance, and special meetings.
12. To continue working with the business-labor-industry community in promoting career awareness activities.
13. To write and submit weekly reports to the director.
14. To write, as requested, all Quarterly and Final Reports.
15. To obtain all pertinent data on programmatic activities.
16. To compile into booklets Career Companion Guides for the elementary level.
17. To continue the formulation of plans for the continuation of career concepts during the 1975-76 school year.
18. To work with outside visitors to the program.
19. To write thank you letters to all speakers.
20. To participate in program evaluation.

B. Activities and Accomplishments for the Career Awareness level.

The coordinators worked with individual teachers on developing and using various methods for implementing career-oriented activities into their subject areas. Considerable time was spent in working with these teachers on areas of special interests. Much was accomplished in getting the teachers to pursue career education on their own.

When teachers requested resource speakers, the coordinators' endeavored to secure the desired speaker. For the most part the requested speakers were scheduled. Letters of appreciation have been sent to all resource people.

The coordinators continued to devote a great deal of time to the coordination of scheduling and returning films received from the Mississippi State Board of Health and the Research and Curriculum Unit at Mississippi State University.

The elementary coordinators worked extensively with students in various ways. Some individual and group counseling was conducted. Several different times the coordinators worked with classes on self-awareness and attitudinal activities. The coordinators conducted role-play activities, participated in field trips, as well as routine classroom activities.

Several times the awareness level received excellent radio publicity through the broadcasting of activities, and the awareness-level coordinators documented several program activities by taking black and white pictures.

The coordinators obtained informal feedback on programmatic activities. The results of this feedback seemed to indicate a successful program. Teachers, administrators, and students have a positive attitude toward Career Education. Students acquired some insight into "how to get where they are going." They seem to feel more positively toward work and the working world.

All staff members participated in staff meetings, guidance meetings, and specially called meetings, such as: system-wide teacher meetings. Several staff members attended conferences and workshops.

The career education staff worked with the business-labor-industry community in promoting career education activities. This was done by using resource speakers and by planning special events.

The coordinators wrote and submitted to the director all weekly, quarterly, and final reports.

Considerable time was spent on the compilation of Career Companion Guides. The coordinators completed the correction, typing, and duplication of these guides. An elementary booklet has been compiled consisting of 134 guides representing all elementary schools.

Teachers were encouraged to utilize career education concepts in the regular curriculum. With the assistance of the coordinators, teachers and administrators are currently seeking methods of continuing career education next year.

The career staff received visitors from other schools and have shown these visitors around the schools, encouraged them to talk to teachers, visit classes, and to ask questions. Various materials were supplied to these visitors.

The members of the staff participated in program evaluation. The coordinators administered attitude and information tests to four classes of the fourth grade at Orange Lake, Charlotte Hyatt, West, and Magnolia Elementary.

Teachers were requested to complete questionnaires asking for their opinions and attitudes. These questionnaires were distributed and collected by the coordinators.

C. The following objectives were selected to be implemented at the Junior High Level.

1. To continue to provide career education related films & other career education materials to teachers.
2. To arrange for field trips to industries and businesses in the local area.
3. To arrange for guest speakers to bring the "world of work" to the classroom as they talk about their particular occupations.
4. To write thank you letters to speakers who have brought the "world of work" into the classroom this semester.
5. To talk to students individually and in groups about planning their careers.
6. To collect, compile, and print career companion guides from junior high teachers into booklet form.

D. Activities and Accomplishments.

One of the activities during this reporting period was to provide career education films and other career related materials to teachers.

The coordinator was also active in arranging field trips to industries and businesses in the area. The journalism class at Magnolia Junior High toured the Mississippi Press Register, a local newspaper. The drafting class toured the drafting facilities and program at the Jackson County Branch of Mississippi Gulf Coast Junior College. The occupational orientation classes at Ed Mayo Junior High toured Mississippi Chemical Corporation. The entire seventh grade from both Magnolia and Ed Mayo Junior High Schools took a nature-trail field trip to Griffin's Point on the Pascagoula River.

Another activity used by teachers was that of inviting career speakers to appear before their classes. An airplane pilot and instructor talked to occupational orientation classes about jobs that are available in the aviation field. An ambulance service owner and paramedic attendant talked and demonstrated ambulance emergency equipment to students in health classes. An industrial technology instructor at Jackson County campus of Gulf Coast Junior College talked to an English class on the topic "The Art of Communication Worth Millions." The safety director at Mississippi Chemical Corporation spoke and showed films about safety to health classes. Resource people in the community also cooperated by coming into the classroom to talk about their respective occupations. Thank you letters have been written to speakers thanking them for their cooperation.

The coordinators talked with students individually and in groups about planning their careers, and helped students schedule courses that will be appropriate to their career plans. Students were urged to think seriously about an occupation and choose their curriculum in view of a prospective career.

Visiting teams from other school systems toured the career education program in Moss Point Schools. They came seeking advice as to how they might incorporate a career education program into their school systems.

All career coordinators assisted personnel from the Research Curriculum Unit at Mississippi State University in evaluation of the career education program in the Moss Point Schools.

Teachers and students from each school in the system were given an attitudinal test to measure differences in attitudes from the pre-test administered during the in-service career education workshop in 1973. Also, a post-test was given to students to determine their knowledge of the "world of work" received during the year.

E. The following objectives were selected for implementation at the Senior High level.

1. To attend various meetings connected with the Career Education program such as conferences, guidance meetings, and those meetings called by the administrators.
2. To provide group guidance sessions for high school students in which career decisions are facilitated, occupational information is made available, and vocational training as well as college educational preparation are examined.
3. To offer individual counseling to any student who wished to

explore the various career opportunities which might pertain to his or her own needs, interests, and aptitudes.

4. To complete a set of senior high school career companion guides for publication as stipulated in the project proposal.

5. To inventory the career education materials used at the senior high school before the termination of the school year.

6. To maintain good public relations between the coordinator and members of the faculty as well as students and administrators in the high school to insure a positive attitude toward career education goals and continuing activities after the project is terminated.

7. To encourage teachers to help students develop a greater self-awareness and a better self-concept by stressing the uniqueness and importance of every individual's contribution to society when he enters the world of work.

8. To write letters as necessary in the course of on-going activities.

9. To invite speakers to talk to classes about their work upon the request of teachers when they consider such information pertinent to the material under study.

10. To explain the program to visitors who have come to inquire how they might implement a similar program in their own schools.

F. Activities and Accomplishments.

Activities were varied, but centered chiefly around meeting students' needs prior to graduation and summer vacation. Group guidance sessions as well as individual counseling comprised the bulk of the high school coordinator's work.

Group Guidance sessions were conducted in nine classrooms, at the request of teachers, during which career opportunities were discussed in the various occupational clusters. Students were encouraged to ask specific questions about careers in which they were interested. Most students needed information about how to apply for jobs and where these jobs might be found.

Students from each class where group sessions were offered came to the career education office for individual counseling. When students were offered assistance in the area of career counseling, many availed themselves of the opportunity, especially at the high school level where career decisions become imperative and cannot be indefinitely postponed. The high school coordinators assisted at the high school registration activities, and had an excellent opportunity to help students make course selections in keeping with their future career plans.

Evaluation of the program was conducted and tests were administered to two sophomore classes in which career concepts were examined. Results of these tests are reported in the evaluation section of this report.

Curriculum companion guides were compiled into booklets and bound for distribution to the State Division of Vocational and Technical Education, and to other evaluation agencies, in accordance with project requirements.

One example of community involvement in the Career program was a request made by the Chief of the Moss Point Fire Department. He called at the career education office to solicit assistance in advertising vacancies in his department. The high school coordinator prepared fliers to be distributed among the high school seniors. Members of the community became increasingly aware of the services offered by the career education office in recruiting personnel or disseminating career information of various kinds.

The director of the Senior Citizens Center near the high school inquired about the possibility of obtaining student volunteers to work at the Center during free periods. The family-life teacher was contacted to recruit volunteers, and a volunteer program began. An article in the Mississippi Press Register explained the success of this program. It appears that volunteers will continue to work at the Center in the future.

Coordinators attended a conference at the Jefferson Davis Junior College campus related to evaluating and improving the on-going medical and health programs at the junior colleges on the Gulf Coast. Questions were frequently directed at the high school coordinators concerning methods of improving secondary preparation in these areas. It was apparent that hospital personnel and administrators realized the importance of career education and its long-range benefits for students who wish to enter the medical and health professions.

Several articles related to career exploration and decision making were reproduced for future career counseling purposes, and were distributed to high school counselors. A list of career-related activities compiled from a Providence, Rhode Island school district's Home Economics Department were duplicated and given to teachers in the home economics department for use in lesson planning.

Several persons from different school systems visited the

the career project during the year. Career materials used in this program were passed out to teachers who planned to institute modified programs in their schools, and infusion techniques were explained by the Moss Point coordinators.

Posters were prepared for classrooms and letters of appreciation were written to members of the community who spoke to classes about their occupations. Many teachers expressed their appreciation for the assistance which had been given them in obtaining films, speakers, arranging for field trips, and seemed to project a very positive attitude toward career education.

II. Significant Findings and Events.

A. Elementary Level. One of the most significant achievements during FY 75 was the completion of career companion guides, the extensive use of films and other visuals, and the increased demand for speakers and other resources. The coordinators worked closely with the elementary teachers in implementing these activities. It appears that career awareness activities will continue in the elementary schools.

The excellent returns on the teacher evaluation questionnaires is significant. In the elementary schools all questionnaires were returned to the coordinators.

B. Junior High Level. The junior high school teachers are securing speakers and films and arranging for field trips on their own without the coordinator's assistance. This is significant in that the career education program probably will continue to function after the career education project terminates.

C. Senior High Level. Students appear to be concerned about selection of a career. They have shown interest in the group guidance sessions, and some have sought individual counseling following these sessions. It is hoped that these sessions can be continued, since their benefits can be far-reaching and significant.

Teachers have begun to assume the initiative in ordering films and inviting speakers to the classroom without the coordinator's assistance. This trend will enhance the curriculum content and it appears that the career program activities will continue in the Moss Point High School.

III. Problems.

There were no problems of any significance to report on during this year.

IV. Dissemination Activities.

A. Elementary Level. The use of resource speakers has resulted in one of the best sources of public relations for the program. The program was quite fortunate to receive some very excellent publicity from the Mississippi Press Register. Several times the program received excellent publicity via WPMP Radio. The General Manager of WPMP was very cooperative in broadcasting special career-related events.

B. Junior High Level. A good public image was established for career education and the Moss Point School System when coordinators attended the Health Occupations Conference at the Jefferson Davis campus - branch of Mississippi Gulf Coast Junior College. The post-secondary health occupation educators were delighted that secondary career counselors were present and asked them to comment on their role as career counselors in Moss Point's career education programs. They also were of the opinion that career education is invaluable in helping students make realistic career choices.

C. Senior High Level. In April 1975, the career education project received recognition for the career fair which was held in March. The local newspaper gave the fair excellent coverage.

Since the Moss Point High School coordinators were the only counselors present at the Gulf Coast Junior College Medical and

Health Services Conference on May 1, numerous questions were directed to them concerning the extent to which career counseling is carried on in high schools on the Gulf Coast. The fifty persons present expressed the opinion that such counseling was necessary to enable students to view their career plans realistically and to plan their high school courses with a goal in mind.

V. Data Collection.

A. Elementary Level. Informal feedback from teachers, administrators, students, and the community indicate a positive attitude toward career education.

Films were used quite extensively in the elementary schools during the year. Over 140 films were shown approximately 780 times. An average of 21 students were present for each showing for an aggregate total of over 30,000 students seeing the films.

During the year approximately 42 speakers were used by the elementary coordinators. This figure does not reflect those career-related speakers obtained by teachers and administrators.

The coordinators were able to obtain 100 percent returns on the evaluation questionnaires completed by teachers. The results of the questionnaires are reported in the evaluation section of this report.

B. Junior High Level. The collection of career companion guides from junior high teachers for publication into booklet form to meet project requirements was accomplished.

The total career education staff assisted in collecting evaluation data for the Research Curriculum Unit at Mississippi State University. A post-test about career education was administered to teachers and students in the Moss Point Schools. See the evaluation section of this report for results.

C. Senior High Level. A total of 62 career companion guides were completed by the high school teachers. The high school teachers also participated in evaluation of the career education project.

VI. Staff Utilization.

A. Elementary Level. The only major change in activities was that of direction and area of concentration. The staff spent much time on culminating activities. The compilation of the Career Companion Guides was one of the major activities this year.

B. Junior High Level. The total career education staff worked together to finalize and publish career companion guide booklets.

The high school coordinators took an active part in helping the high school counselors schedule students for next year.

C. Senior High Level. Both high school coordinators assisted the Guidance office with registration for next year. Career counseling was done on an individual basis when students requested assistance with course selection. These students were asked about future career plans and were encouraged to make course selections based on their occupational interest.

VII. Staff Development.

A. Elementary Level. The coordinators continued to read current career-related materials, attend meetings, and conferences. They conferred with members of other programs and shared ideas. In general, the coordinators attempted to keep abreast of new developments in career education.

B. Junior High Level. The local project director and the high school coordinator attended the Health Occupations Conference at the Jefferson Davis campus - branch of Mississippi Gulf Coast Junior College. Valuable information was gained about the health field which should prove helpful as they counsel students about planning their future.

C. Senior High Level. The coordinator became familiar with registration procedures at Moss Point High School which should be of value in the area of career counseling in the future.

Attendance at the Gulf Coast Junior College conference on the status quo of the Medical and Health programs gave the coordinator some new insights into the training of persons at the post-secondary level for different medical professions. The importance of good career counseling was stressed throughout these group meetings by persons working in key positions in the various hospitals on the Gulf Coast.

INTERIM EVALUATION REPORT

A CAREER EDUCATION PROJECT ON THE MISSISSIPPI GULF COAST

Exemplary Project in Vocational Education
Conducted Under the Provision of
Part D of the Vocational Education
Amendments of 1968

James E. Patton

Mississippi State University
Mississippi State, Mississippi

July, 1974

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description. Moss Point is located in Jackson County on the Mississippi Gulf Coast (See Figure 1e). Jackson County is bordered to the north by George County, to the east by Harrison and Stone Counties, to the south by the Gulf of Mexico, and to the east by Mobile County, Alabama. The city of Moss Point is 39 miles west of Mobile, Alabama; is bordered to the south by Pascagoula, Mississippi; and is 19 miles east of Biloxi, Mississippi.

   Moss Point is one of the most industrialized areas in the State of Mississippi. Industries located in the proximity of Moss Point include Ingalls Shipbuilding Corporation, Standard Oil Refinery, Mississippi Power Company, and Cinderella Knitting Mills.

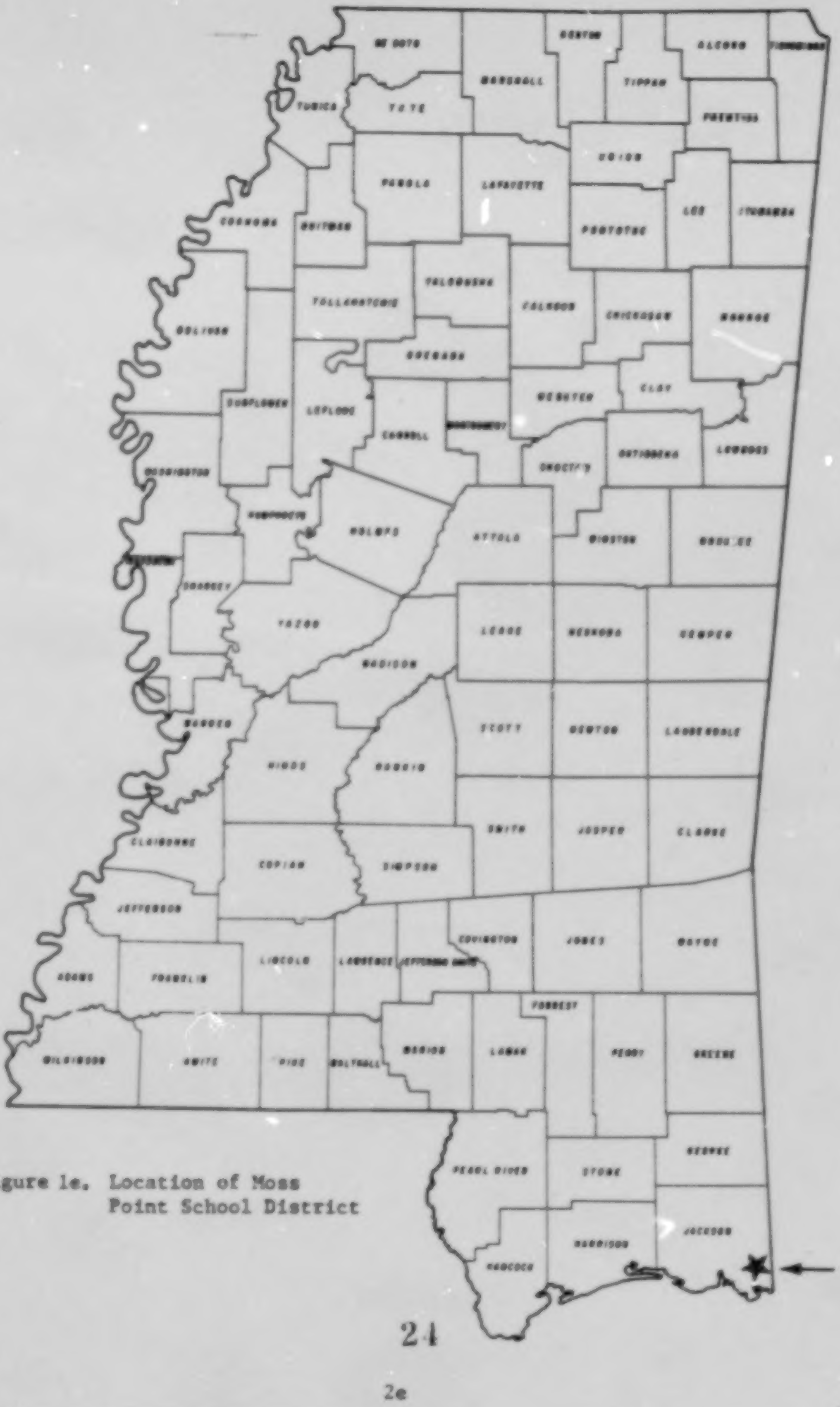
   There are three incorporated centers (See Figure 2e) in Jackson County; each located on the Gulf Coast. These are Pascagoula, Moss Point, and Ocean Springs. In addition, there are four unincorporated communities throughout the county. The DeSoto National Forest takes in a section of the northwestern area of the county.

2. Density and Population Trends. The population center of the area is Pascagoula, which has a population of 27,264, according to the Mississippi Official and Statistical Register, 1968-72. Moss Point has a population of 19,321; Ocean Springs - 9,580. This represents an overall increase in population of 58.5 percent from the 1960 census. During the period between 1960 and 1970 in Jackson County, there has been an increase in the 19-and-under age group (+56 percent); in the 20-39 age group (+68 percent); in the 40-59 age group (+52 percent); and in the 60-and-over age group (+57 percent). The increase in population apparently resulted from industrial expansion (See Table Ie).

3. Occupational Breakdown. The specific occupational breakdown for the locale includes Jackson, George, and Green Counties. The centers of industrial employment are Pascagoula and Biloxi, Mississippi, and Mobile, Alabama. Table IIe depicts employment by occupational categories and changes during the operation of the exemplary program.

4. Unemployment Rate and Trend. The total work force in the Employment Security District was reported to be 30,634 in February 1973. This figure represented an increase of 26.9 percent in the work force over the preceding two years.

MISSISSIPPI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PONTOTOC
YALOBUSHA
TALLAHATCHIE
CALHOUN
CHICKASAW
MONROE
BOLIVAR
GRENADA
SUNFLOWER
LEFLORE
WEBSTER
CLAY
CARROLL
MONTGOMERY
OKTIBBEHA
LOWNDES
WASHINGTON
CHOCTAW
HUMPHREYS
HOLMES
ATTALA
WINSTON
NOXUBEE
SHARKEY
YAZOO
LEAKE
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KEMPER
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JONES
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LINCOLN
LAWRENCE
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FORREST
WILKINSON
AMITE
PIKE
WALTHALL
MARION
LAMAR
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GREENE
GEORGE
PEARL RIVER
STONE
JACKSON
HARRISON
HANCOCK

Figure 1e. Location of Moss Point School District

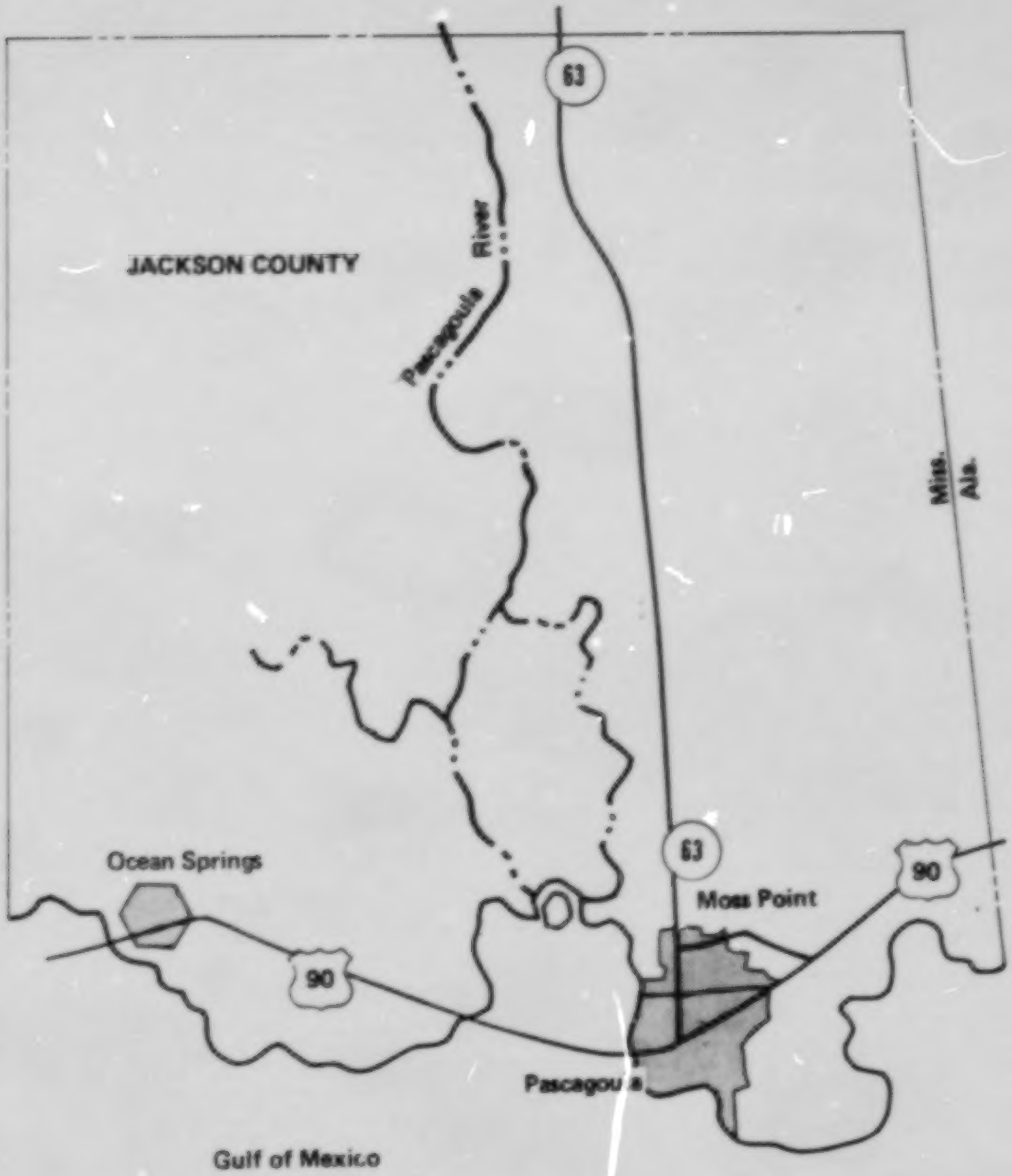

JACKSON COUNTY
Pascagoula River
63
Miss.
Ala.
Ocean Springs
63
90
Moss Point
90
Pascagoula
Gulf of Mexico

Figure 2e. Location of Moss Point Population Centers

Table Ie

Jackson County Population

Trends by Age Ranges

Age Ranges	1960	1970	Trend
0-19	25,200	39,273	+ 56%
20-39	15,096	25,400	+ 68%
40-59	10,945	16,625	+ 52%
60 +	4,261	6,678	+ 57%
Total	55,522	87,976	+ 58%

Source: Mississippi Official and Statistical Register, 1968-72

Table IIe Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment December 1971	Employment December 1972	Employment December 1973	1971-1973 Trends
Agricultural (Production)	300	130	100	
Food Processing	---	---	---	
Agricultural Total	300	130	100	- 66.6%
General Manufacturing (includes lumber and wood)	x	x	x	
Apparel	x	x	x	
Printing and Publishing	x	x	x	
Machinery	x	x	x	
Other Manufacturing (furniture, fixtures, paper, stone, clay, glass and metals)	x	x	x	
Manufacturing Total	17,830	21,080	23,970	+ 34.4%
Construction	2040	2080	2870	
Transportation and Utilities	560	760	850	
Wholesale and Retail Trade	3430	3830	4590	
Finance, Ins., and Real Estate	580	610	720	
Service and Miscellaneous	1980	2240	2800	
Government	4000	4270	4420	
Other	4610	4460	4260	
Nonmanufacturing Total	17,200	18,250	20,480	+ 19.06%
Employment - Grand Total	35,330	39,460	44,550	+ 26.09

No projections were made for future employment/unemployment trends.

5. Income of Residents. Information obtained from the 1970 census indicated that the average family income in Jackson County was $9,451, and the median family income was $8,548. There were 20,685 men and 9,949 women above 16 years of age in the Jackson County labor force. The per capita income for the county was approximately $2,528.

6. Families Receiving Welfare Assistance. Approximately 1,516 families in Jackson County received some type of family assistance checks during the year. Table IIIe lists the categories of assistance and the number of families in each category receiving aid.

B. THE SCHOOL SYSTEM

1. Facilities Description. The Moss Point Separate School District is comprised of ten separate physical plants. There are seven elementary schools; Charlotte Hyatt, West, Orange Lake, Kreole, Magnolia, East Park, and Escatawpa. Upon completion of elementary school (grades 1-6), students may attend either Ed Mayo Junior High or Magnolia Junior High School for grades 7-9. From junior high all students in the system attend Moss Point Central High School. (See Figure 3e.)

   The Moss Point High School facility is an old two-story brick building. A newer one-story wing houses all vocational education. The entire facility is kept in a state of good repair. The two junior high schools are about the same age, and both are structurally sound, but the Magnolia Junior High building appears to be in better repair. In both buildings the deficiencies can be corrected by cleaning and annual maintenance.

   The elementary schools range from relatively old to new and modern construction. The needed repairs for most of the buildings could be classified as minor. There appears to be a need to remodel some classrooms, but most of the problems can be corrected by giving attention to annual maintenance.

2. Enrollments. During the 1973-74 school year, total enrollment (6,839) for the school system declined slightly from the 1972-73 figures of 7,005. The high school and junior high enrollments increased slightly, from 3,074 to 3,161. Two of the elementary schools, Charlotte Hyatt and Escatawpa, showed increases, but all other elementary schools decreased. The enrollments for the 3rd month of 1972-73 and 1973-74 school years are shown in Table IVe.

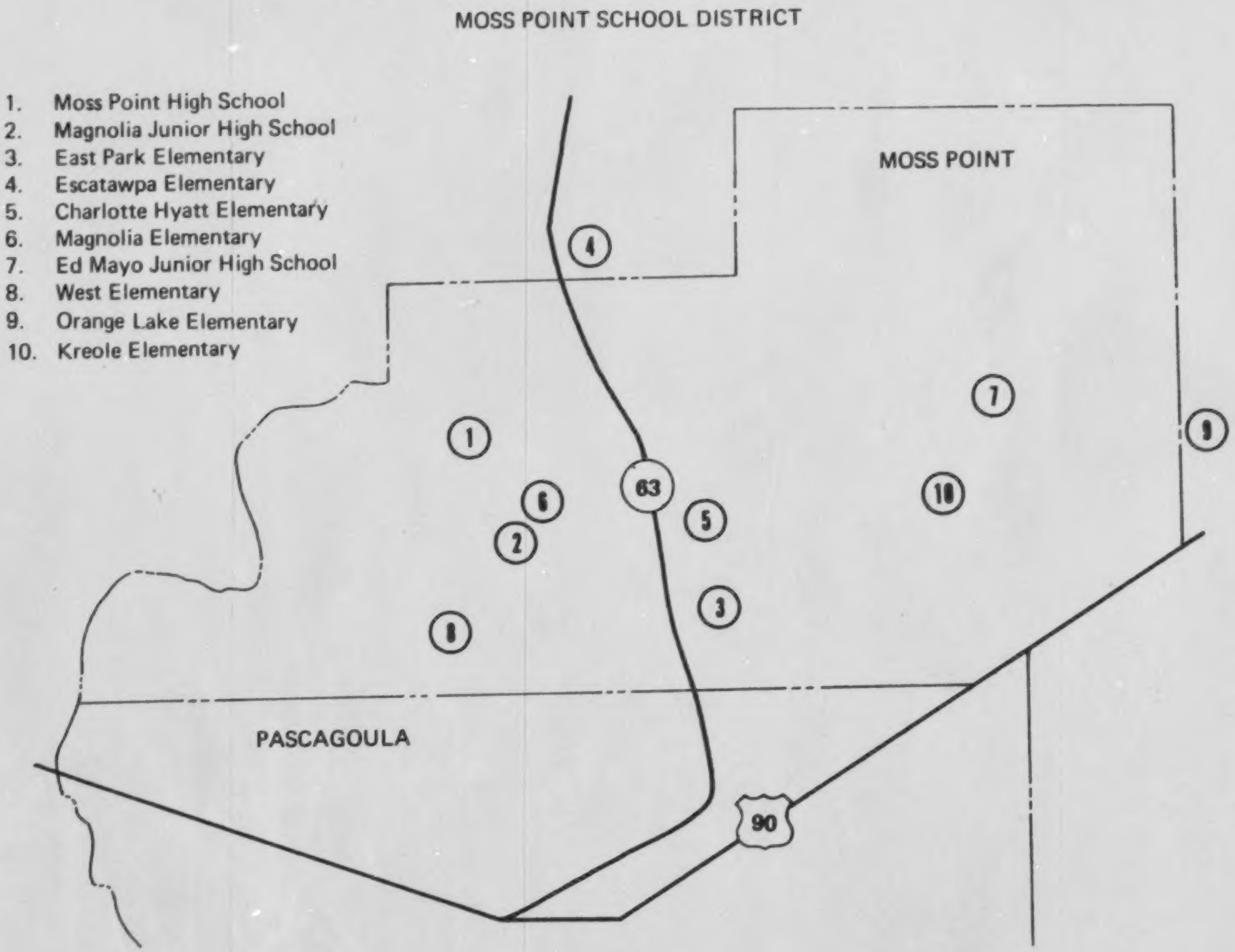

MOSS POINT SCHOOL DISTRICT
1. Moss Point High School
2. Magnolia Junior High School
3. East Park Elementary
4. Escatawpa Elementary
5. Charlotte Hyatt Elementary
6. Magnolia Elementary
7. Ed Mayo Junior High School
8. West Elementary
9. Orange Lake Elementary
10. Kreole Elementary
MOSS POINT
PASCAGOULA
63
90
1
2
3
4
5
6
7
8
9
10

Figure 3e. Location of Moss Point School System Facilities

Table IIIe

Number of Jackson County

Families Receiving Welfare Assistance by Category

Category	No. Families June 1971	No. Families June 1972	No. Families June 1973
Old Age Assistance	734	790	714
Aid to the Blind	19	26	25
Aid to Dependent Children	450	528	453
Aid to the Disabled	293	327	324
Total Families	1,496	1,671	1,516

Table IVe

Enrollment and Average Daily Attendance by School

Name of School	Grade or Grades	Enrollment For Each School		Average Daily Attendance	
		3rd. Mo. 72-73	3rd. Mo. 73-74	3rd. Mo. 72-73	3rd. Mo. 73-74
Central High School	10-12	1239	1267	1178.2	1197.45
Charlotte Hyatt Ele.	1-6	359	397	344	382.15
West Elementary	1-6	389	316	375.85	303.75
Ed Mayo Junior High	7-9	953	987	921.05	936.90
Escatawpa Elementary	1-6	912	918	882.9	883.15
Orange Lake Elementary	1-6	287	283	270.15	270.4
Kreole Elementary	1-6	894	793	838.75	738.25
Magnolia Elementary	1-6	310	286	298.55	276.9
Magnolia Junior High	7-9	871	892	844.65	841.9
East Park Elementary	1-6	791	700	757.65	689.9
	Totals	7005	6839	6711.75	6520.75

3. School System Faculty. During the 1973-74 school year, the school system utilized 362 persons as teachers, counselors, coordinators, or administrators. Of this number two possessed a doctor's degree, two a specialist's degree, 56 a master's degree, 270 a bachelor's degree and 32 had less than a bachelor's degree. Of the 32 non-degree people, 29 were teacher aides and three were qualified trade instructors. (See Table Ve - Professional Development)

4. School System Administrative Structure. The Board of Trustees for the Moss Point Separate School District were elected by the people in general elections. The superintendent was appointed by the Board of Trustees. The administrative structure for the operation of the system is depicted in Figure IIIe.

5. School System Curriculum. Students are required to complete 18 units, of which 16 must be major units and include the following:

English	4 units
Math	2 units
Social Studies	2½ units
(American History - 1)	
(Miss. History - 1/2)	
(Civics - 1/2)	
(American Government 1/2)	
(electives - 1/2)	
Science	2 units
(girls may substitute 1 unit of Home Economics and boys may substitute 1 unit of shop)	
Electives	7½ units

In addition to the above, 2 units such as physical education, art, band, or other minor subjects are required.

In addition to the traditional academic areas of English, math foreign languages, science and social studies, the system offers vocational education in business, distributive education, home economics, metal trades, building trades and drafting.

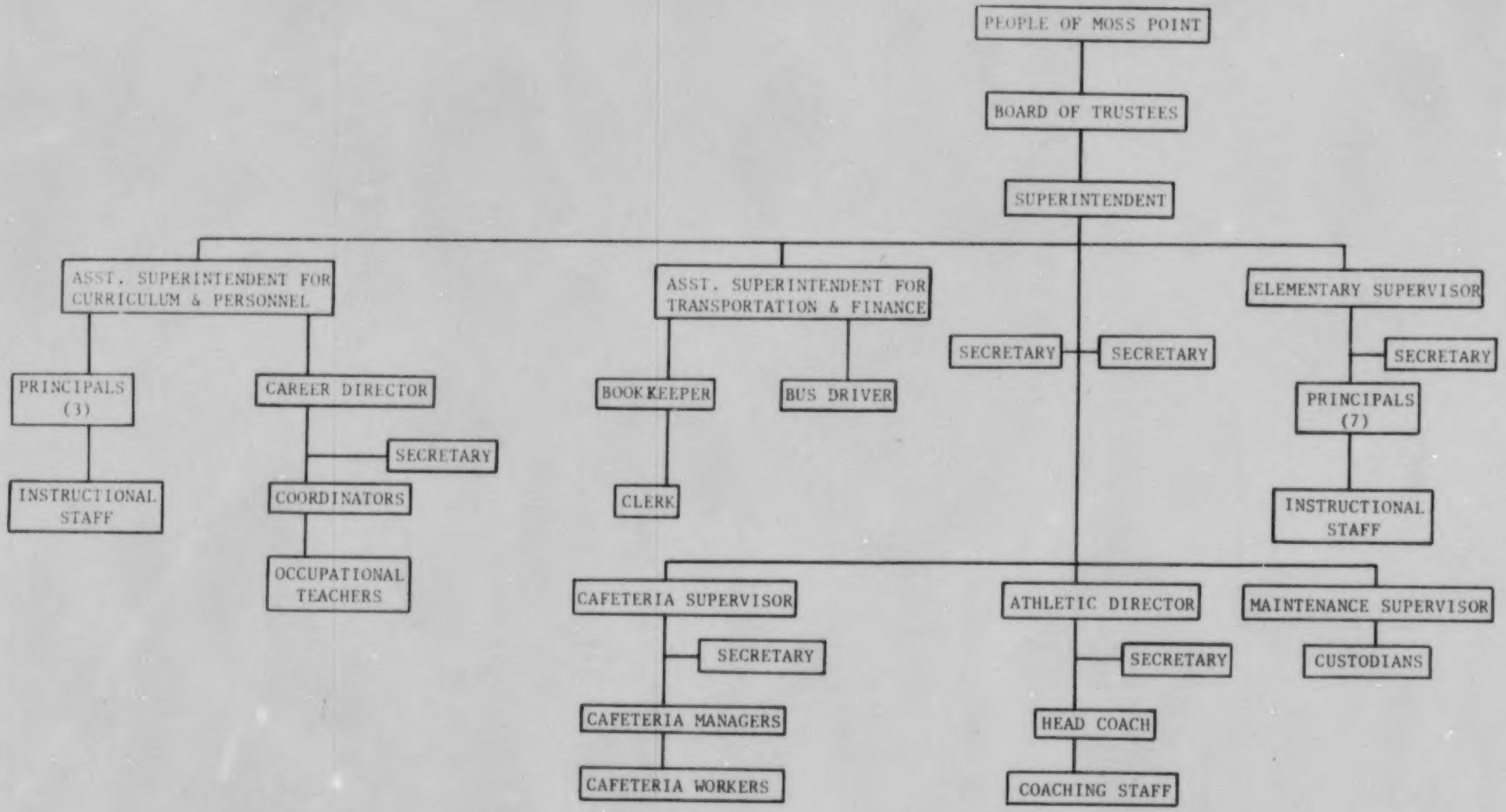
6. Dropout and Transfer Trends. Approximately 51 percent of the students entering the first grade in the system will complete high school. The dropout rate for the 1972-73 school session was approximately 4 percent. Of the 288 dropouts, 217 or approximately 72 percent left school during grades 7-11. The total enrollment for the school system during the 1973-74 school year was approximately 200 less than during 1972-73. The reasons for students dropping out of school listed according to frequency are as follows:

Table Ve

Professional Development Table

	Ph.D Degree	Ed. Sp. Degree	M. S. Degree	B. S. Degree	Non-Degree	Totals
(a) Elementary	0	0	12	146	0	158
(b) Junior High	0	0	5	70	0	75
(c) Senior High	0	2	11	50	3	66
(d) Administrators	1	0	20	2	0	23
(e) Counselors	1	0	8	2	0	11
(f) Teacher Aides	0	0	0	0	29	29
TOTALS	2	2	56	270	32	362

Figure 4e
Administrative Structure


PEOPLE OF MOSS POINT
BOARD OF TRUSTEES
SUPERINTENDENT
SECRETARY
SECRETARY
ASST. SUPERINTENDENT FOR CURRICULUM & PERSONNEL
PRINCIPALS (3)
INSTRUCTIONAL STAFF
CAREER DIRECTOR
SECRETARY
COORDINATORS
OCCUPATIONAL TEACHERS
ASST. SUPERINTENDENT FOR TRANSPORTATION & FINANCE
BOOKKEEPER
CLERK
BUS DRIVER
ELEMENTARY SUPERVISOR
SECRETARY
PRINCIPALS (7)
INSTRUCTIONAL STAFF
CAFETERIA SUPERVISOR
SECRETARY
CAFETERIA MANAGERS
CAFETERIA WORKERS
ATHLETIC DIRECTOR
SECRETARY
HEAD COACH
COACHING STAFF
MAINTENANCE SUPERVISOR
CUSTODIANS

1. Dropout related to repeated failure
2. Chronic discipline problem
3. Insecurity, (out-of-place) feelings
4. Failure to gain peer group approval
5. Removed from school to help family
6. Did not view school as necessary
7. Marriage, pregnancy, related difficulties
8. Miscellaneous personal reasons

7. Financial Status of School System. Over a ten-year period, local revenue for the school system increased approximately 98 percent. Total state funds increased approximately 91 percent, and federal funds decreased one-fifth of one percent. Total revenue for the school system in 1972-73 was $ 3,061,777.00, which was 1-1/2 times more than the 1962-63 expenditure. Expenditure per pupil increased from $225 to $446 during the ten-year period. The tax levy for the school system was 25.0 mills, the legal maximum under state law.

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program. The Vocational Education Amendments of 1968 provided funds to local school systems through the State Department of Education for implementation of experimental and/or developmental programs. On February 12, 1973, a proposal for an exemplary program or project was submitted to the U. S. Commissioner of Education for funding under Part D of the Vocational Education Amendments of 1968. The project "Implementation of a Career Education Project on the Mississippi Gulf Coast" was begun March 1, 1973, in the Moss Point Municipal Separate School District.

2. Modification of Existing Programs. The implementation of the exemplary program required no major changes in existing programs of the Moss Point Municipal Separate School District. However, the course occupational orientation was added to the curriculum and offered at the seventh grade level at both junior high schools. At the elementary level the concept of career education was to be implemented into the present curriculum by regular classroom teachers through fusion of career related learning

experiences. Thus no major organizational or administrative changes were necessary. Career rooms were established, and four occupational orientation teachers, certified by the State Department of Education, were hired to man the rooms. The rooms were stocked with occupational information in the form of filmstrips, cassettes, recordings, pamphlets, posters, and job bank information.

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Moss Point Separate School District's approximately 6,840 students were involved to varying degrees in the program. This was accomplished by individual teachers utilizing career-centered learning experiences with the regular instructional program. On the elementary level, field trips and resource speakers were used to complement the career related units. On the junior high level, all seventh grade students were enrolled in the course occupational orientation. In the senior high school, approximately 2/3 of the students were enrolled in vocational courses.

2. Objectives of the Program. The primary goal of this project was for the Moss Point Separate School District to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers. In order to accomplish this primary goal, the ultimate objective of the project was to establish comprehensive career-centered activities for grades one through twelve in the Moss Point Separate School District. In order to accomplish the ultimate objective of the project the following specific objectives were designed for the school system:

    a. To establish an administrative structure for the effective implementation and operation of the career-centered program;

    b. To develop an understanding of and support for the career-centered project from individuals and groups both within the school system and the community at large;

    c. To provide appropriate career awareness and guidance experiences for students at the elementary school level;

    d. To provide appropriate career exploration and guidance experiences for students at the junior high school level;

e. To provide a variety of occupational preparation programs at the secondary school level;

f. To provide an intensive program of guidance-counseling-educational placement-job placement and followup for secondary students completing or dropping out of the school system;

g. To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and the school system which will aid the student in bridging the gap between educational experiences and the world of work;

h. To provide a variety of continuing occupational education (adult) programs for out-of-school groups;

i. To provide career-centered inservice training for the entire school system's faculty; and

j. To continually evaluate and redirect (if necessary) the career-centered program.

C. PERSONNEL

1. Personnel Added by the Program. A total of 9 professional level staff positions were utilized at the local level during the school year. These positions included administration, coordination, and instruction. In addition, one secretarial-teacher aide combination position was included in the project. All nine professional level positions were filled with persons meeting the state certification requirements and having a minimum of a bachelor's degree or higher. The organizational structure for the Moss Point School System and the exemplary program are shown in Figure IIIe.

2. Administrative Staff. The five persons employed to administer and coordinate all phases of the exemplary project had an average of 11.5 years of teaching and administrative experience. The staff possessed experiences from the areas of vocational agriculture, home economics, guidance and counseling, social studies, history, English, business education, educational administration, business, and teacher education. The entire administrative staff devotes full time to administrative and coordinative activities.

   The local project director had eight years of experience in business and classroom teaching at the beginning of the project. He assumed responsibility for coordinating all phases of the program with the State Project Director, including recruitment, selection, and supervision of all project personnel. He purchased equipment, supplies, and materials; arranged for consultative services; conducted in-service training of staff; conducted public relations activities; cooperated in evaluation activities; and made necessary reports.

The high school coordinator had 14 years of experience as a teacher and counselor and was responsible for coordinating all activities concerned with the job preparation of the students at the high school level. This coordinator also was responsible for the supplies and materials purchased or developed by the career staff. All coordinators were responsible for staff development, planning, implementing and evaluating the entire exemplary project.

The junior high coordinator had 20 years of experience in teaching, guidance and teacher education. His responsibilities included: coordination of equipment, supplies, materials; materials development; assistance in course guide development and utilization; development of instructional materials and assessment of the occupational orientation program. Other functions included working closely with the principals and counselors in developing career exploration activities where possible. Other duties were: cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study; acting as a consultant upon whom the teachers could call for suggested career related activities; and providing a prolific source of career material through well organized career rooms.

The elementary coordinators had 15 years of experience in teaching and counseling. Their responsibilities included obtaining and distributing teaching aids, equipment and supplies to elementary teachers; scheduling resource persons, films, etc.; assisting in the development of objectives, methods, and evaluation of the elementary activities; assisting in the survey of local resources; and conducting in-service programs.

The duties of the secretary-teacher aide consisted of typing requisitions, curriculum materials, correspondence, duplicating materials, maintaining files, collecting materials, and other secretarial duties as assigned by the career education administrative staff.

3. Student Service Personnel. The Moss Point project made no provisions for hiring a counselor. However, it appeared that an excellent working relationship developed between the career staff and the 11 local guidance personnel.

These persons worked together in administering various aptitude and interest inventories. Counselors also attended workshops, in-service and departmental meetings, talked to student groups, and assisted in all phases of the career education program.

4. Instructional Personnel. The occupational orientation teachers had a combined total of 11 years teaching experience. All four of these teachers held bachelor's degrees and met State certification standards. They were responsible for teaching the 7th-grade occupational orientation classes and providing leadership in the junior high school. Other responsibilities included providing exploratory experiences through discussions, films, speakers, and field trips. They also assisted in evaluation, reporting, and providing feedback on the success or failure of procedures and materials used.

D. PROCEDURES

1. Physical Arrangement. The exemplary project required no new facilities. In most instances personnel employed to implement and administer the project were housed in one of the local school plants. The project director, secretary and four coordinators were housed in room 10 of the Central High School building. Two of the occupational orientation teachers were assigned to career rooms at Ed Mayo Junior High and the other two at Magnolia Junior High.

   The only special physical arrangements consisted of the creation of a career office with furnishings and the designation of four junior high classrooms as occupational orientation career rooms.

2. Review and Planning. A number of planning and review sessions were conducted during the year. The planning sessions included meetings to begin the program operation. These sessions included the state exemplary project director, local exemplary project personnel, local administrative personnel, and teachers of the Moss Point public schools.

   The local staff engaged in weekly planning and review sessions at the career education office. In addition the staff participated in weekly planning sessions with personnel at the various schools.

3. Inservice Training. Prior to the beginning of school, a staff workshop was conducted for the purpose of establishing and clarifying the roles of all project personnel in performing and carrying out the objectives of the project. In addition to the exemplary project staff, all teachers and administrators in the school system were involved in the workshop. Personnel from

other agencies participating in the workshop were representatives from the State Division of Vocational Education and the Research/Curriculum Unit at Mississippi State University.

Inservice activities consisted of orientation of all classroom teachers, counselors and administrators to the overall concept of the career education program. Other acitivities consisted of developing course objectives and curriculum guides; improving teaching materials; and demonstrating effective use of materials and equipment.

Inservice activities were conducted with elementary teachers during the school year. These activities assisted the teachers in the incorporation of occupational materials into their courses of study and minimized duplication of effort.

4. Activities. "A Career Education Project on the Mississippi Gulf Coast" is an educational program of activities that will provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program encompasses three stages of career education: awareness in grades 1-6; exploration in grades 7-9; and preparation in grades 10-12.

   The process began in the elementary schools by providing students with sufficient occupational information and counseling to meet the needs of all children according to their interest and abilities. To accomplish this basic goal, local exemplary program personnel provided basic services to the elementary faculties. These services included obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips were held to assist the elementary faculties to incorporate career development into the regular instructional program.

   The aims and pusposes of the program at the elementary or awareness level are as follows:

   1. To involve teachers in implementing career awareness through games and activities suggested by the coordinators.
   2. To provide students with speakers, films, and materials which promote career awareness.
   3. To encourage participation of the community in promoting the career education idea and inform parents of the aims of the program.
   4. To state and carry out program objectives and goals.

5. To compile a set of career companion guides.

Several different methods and teaching techniques were used to attain these aims and purposes. Coordinators conducted in-service activities in the elementary schools on a regular basis to introduce new materials, discuss planned future activities, and to solve problems concerned with infusing career awareness activities into the curriculum. Individual school curriculum councils were established to further develop activities and provide information and feedback on the suitability of present materials, the need for new materials, and the overall effectiveness of the career awareness program.

The awareness coordinators worked with individual teachers in developing and using various methods for implementing career-centered activities into their subject areas. A considerable amount of the coordinators' time was devoted to helping teachers write Career Companion Guides. Other functions and activities of the coordinators were ordering films, contacting and scheduling resource speakers, developing bulletin board ideas, and developing teacher-student activities. Other career materials such as filmstrips, records, cassette tapes, study prints, books, puzzles, and games were made available through the career program.

Career implications were emphasized by the regular elementary teachers in their respective classes. Exemplary project personnel assisted teachers in developing units, lessons, projects and activities related to the world of work.

Some of the career activities conducted during the school term are listed below.

-- Students engaged in various types of role playing.

-- Resource persons from the community came into the classrooms to discuss their respective jobs.

-- Students wrote stories about jobs.

-- Students participated in poster drawing contests.

-- Students acted out jobs through playing charades.

-- Students used stand-up figures representing careers to act out specific jobs.

-- Students collected pictures from newspapers and magazines of people performing jobs.

-- Students used a mock store in relating math to jobs in a supermarket.

-- Students made paper mache figures representing various occupations.

-- Students wrote themes concerning "What I want to be when I grow up."

This is only a partial listing of the activities used to incorporate career awareness into the regular instructional program, but it should give insight into activities that were used to increase the concept of the world of work for elementary students. (See Samples A-G)

A typical day of activities for students in the elementary schools would consist of a guest speaker coming into the classtoom to discuss his job, or other activities which might consist of lessons geared to career information, career handouts, career games, puzzles or stories relating to the world of work.

Letters of appreciation were written by the coordinators to all resource persons who participated in the program. Speakers participating in the program included representatives of: Mississippi Cooperative Extension Service, Moss Point Police Department, Escatawpa Fire Department, and Moss Point Fire Department. Other speakers included a computer operator, a marine biologist, a pilot, a pollution control expert, a geologist, a cafeteria supervisor and health department nurses.

In the Exploration Phase in the junior high school, the primary objective of the program was to help students integrate work values into their personal value system by:

a. Affording opportunities for students to explore career opportunities available by providing career-related information, materials, and experiences.

b. Aiding students in developing decision-making skills for choosing a career through group and individual counseling.

c. Helping students identify and interpret personal interests, aptitudes, and abilities through participation in a comprehensive testing program.

d. Assisting students in selecting a curriculum that will best meet their needs.

e. Aiding students in developing proper attitudes toward the "World of Work" by emphasizing the contribution that subject matter can make to a successful career in every course that has career relevance.

In meeting the above objectives the students were provided with exploratory experiences through the specially designed course, occupational orientation. The course is designed to explore a broad range of occupational categories and levels which allows the students to make a comprehensive educational and occupational decision rather than being forced into limited choices.

The occupational orientation course consists of six basic units, the first of which assists students in appraising their individual interests, abilities, aptitudes and skills. Unit II is devoted to Industrial, Trade and Craft occupations. Unit III is devoted to a wide range of occupations in the area of Consumer Education. Unit IV is devoted to public service occupations, and Unit V is about production, distribution and management occupations. In these units of instruction students become acquainted with a wide range of occupations. Through the use of "hands-on experiences," resource persons, and field trips, they learn about occupational settings, worker skills, and training needs and opportunities.

The junior high school teachers used the "careers approach" to relate their respective subjects to life and the world of work. Some teachers used bulletin board displays of careers that related to their subject area.

One teacher combined the study of careers with vocabulary study. After students learned the meaning of such words as methodical, extrovert, introvert, realist, idealist, etc., they listed vocations that might require certain of these personality traits.

Several teachers used the teletrainer, furnished by the local telephone company, to teach a unit on the current use of the telephone. Approximately 900 students practiced using the telephone. Along with the telephone unit students considered the many occupations involved in making the telephone available in everyday life.

An English class involved in a unit which included a written research paper utilized materials from the career room and the library. The student selected a topic about a career, researched it, and submitted a written report.

One teacher utilized the bulletin board as an aid in teaching a unit on communications. A math class used the same techniques to relate the importance of math to various careers.

During a unit on advertising, one class used the classified section of the Sunday newspaper to make a study of job vacancies in the local area. Several classes made field trips to local industries and business firms as a followup to units on career education. (See Samples H-I)

The above is only a partial listing of the many activities and techniques used by the junior high school teachers in attaining the objectives of the Exploration Phase of the program.

The career-centered curriculum at the senior high school level is a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students receive assistance in planning for and attaining vocational goals and preferences either in the form of additional vocational training or work experience.

The aims and purposes of the program at the high school level are:

1. To carry out the aims and purposes of the original career education goals
2. To prepare materials for teacher use and to obtain material for teachers
3. To involve as many people in the school system as possible in the career education program - this includes teachers, administrators, counselors, parents, students, and others in the community
4. To inform the general public of the career education program and its goals
5. To provide students with a variety of occupational information and counseling services
6. To get teachers to use the career education concepts in their subject areas
7. To instruct teachers in the development of career companion guides and to compile them after having corrected those in need of correction

Several methods were employed by the career staff and classroom teachers to attain the objectives of the senior high program. Students were encouraged to take full advantage of the career materials and special assistance provided through the career program. The senior high school teachers were provided with cassettes, filmstrips, films, and written materials about various occupations. Newspaper publicity, community leaders, and adult education classes were used to better inform the public of career education. Having guest speakers also helped to inform the public of the program, served as good public relations, and informed students about various occupations. A bulletin board display on career education was placed in a central location in the high school. The high school coordinator and high school counselors at times worked closely together in providing information to students regarding such things as occupational information and course selection. An assembly was given under the direction of career education for the high school students to better acquaint themselves with course offerings for next year. (See Samples J-P)

Each student was provided with career information in English, math, social studies, and/or other required courses. The vocational program offers job preparation courses in business education, distributive education, home economics, mechanical drawing, metal trades, building trades and industrial drafting. In the above listed vocational education courses, students are provided with opportunities to learn salable skills.

The academic student who elected to follow a curriculum that would lead to a bachelor's degree experienced career related activities introduced by the teacher at appropriate times in his classes throughout the year.

The vocational student had the school day divided so as to attend three academic classes in the morning and three hours in one of the vocational programs. In the cooperative programs, he spent three hours in related and academic classes and the other half day in a shop, store, or other type station getting on-the-job training.

The activities of the guidance personnel are centered around the following: collection, organization, and analysis of information concerning students' interests, abilities, aptitudes and personality characteristics; counseling with students concerning problems and educational and vocational planning; administering tests and maintaining records; assisting in identification and selection of students for vocational courses and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; providing occupational educational and economic information to students; assisting students in educational and job placement; and engaging in evaluation to determine the effectiveness of the guidance program. (See Sample Q-R)

The guidance personnel utilized the following tests:

> Stanford Achievement (Advanced and High levels). To test the educational achievements that are commonly expected of students in a modern comprehensive school; to provide dependable & objective basis for evaluating the curriculum program. (Grades 8, 11)

Kuder Preference Record (Occupational). To provide a formal designation and classification of student interests; to stimulate students to think constructively about interests in relation to occupational choices. (Grade 10)

Otis-Lennon (Intermediate & Advanced levels). To provide comprehensive, careful, articulate assessment of general mental or scholastic aptitude. (Grades 7, 11)

American College Test (ACT). To assist students in making appropriate decisions concerning college attendance; to provide schools and colleges with objective information about students; to identify and assist in the solution of educational problems; to communicate additional knowledge about education to the general and professional publics. (Grades 11, 12)

Armed Services Vocational Aptitude Battery. This test is similar to the Kuder Preference Record. It was administered by the army.

All guidance personnel served in the same capacity as other staff members in reference to the career education project. The counselors were very valuable in providing avenues of how best to work with the staff, the student body, and how to get the maximum from all people in the community. The counselors offered their assistance to the students when needed. Counselors talked to large groups of students about their school record and how it would follow them into the world of work. Counselors attended workshops, in-service and departmental meetings and were helpful in making the career education program meaningful to many students and teachers.

5. Instructional Equipment and Materials. A variety of instructional materials were developed and purchased by the career project. There was no evidence of equipment being purchased through the project; however, the following equipment and materials available at each school for use in the career project were:

Audiovisual equipment
- 16 mm projector
- film strip projector
- overhead projector
- film strip library
- record player
- cassette recorder
- duplicator
- charts and maps
- books - library

The following software was provided through the project:

a. Books
The Adolescent Experience
The Adolescent Experience: Interpersonnel Relationships
The Adolescent Experience: Understanding Emotions
The Checkered Flag Series
Come Work With Us Series
Community Helpers Series

b. Filmstrips
"Job Opportunities Now"
"Foundations for Occupational Planning"
"Vocational Decisions"
"Choosing a Career"
"Getting Your Money's Worth"
"Understanding Changes in the Family"
"The Drug Information Series"
"Becoming A Man/Becoming A Woman"

c. Cassettes
Grandpa Says Series
Choosing a Career
Developing Basic Values
Public Service Workers
Community Workers

d. Kits
SRA Occupational Brief Kit
Careers Science Kit
Discovery

e. Miscellaneous Software
Arithmetic Learning Game: Pay the Cashier
Crossword Puzzle (Vocabulary Building)
Ecology (Bulletin Board Aids)
Educational Password Game (Flash Cards)
Famous American Inventors (Colored Posters)
When I Grow Up I Want To Be (Flannel Board Set)
Good Grooming (Bulletin Board Aids)
Puppet Playmates
Widening Occupational Roles (Kit)
Children and the Law (Study Prints)
School Safety (Study Prints)

In general, it was found that the instructional aids utilized by the exemplary project included printed materials (books, bulletins, brochures, pamphlets, fly sheets, newspapers, etc.), occupational games and songs, audiovisual devices, occupational coloring books, and mockups. Many special materials such as occupational coloring books, occupational songs, occupational mockups, and occupational games and puzzles as well as other materials were developed and refined for use in the project. The project purchased on the open market a variety of materials which were utilized in the conduct of the project.

Career Companion Guides, an instrument for fusing career learning experiences into the regular course of study, were developed for each phase of the project, A Teacher In-Service Training Packet for Implementing Career Education Concepts was developed for each of the three phases of the program.

6. Parent and Community Involvement. The relationship between the school and community appeared to be strengthened by the participation of parents as helpers on field trips and other projects. When one elementary school was completely destroyed by fire, parents, teachers, career staff and administrators worked together moving desks, books, and materials into another school. The students missed only one day of classes. A directed effort was made to keep parents informed of the objectives activities and progress of the exemplary project. For examples of public relations activities conducted by the career staff of Moss Point schools, (See Samples K-O.)

7. Budget. The career project was designed so that all students, grades 1-12 would be involved in the project and all costs incurred would be included in the career project budget. Approximately $211,166 was budgeted for the project for the period March 1, 1973, to August 31, 1974. Federal funds (Commissioner's Share and Part D) amounted to about $165,755, or 78.5% of the total budget. State and local funds amounted to approximately $45,381, or 21.5% of the total budget for the eighteen months.

   Per-pupil cost for the program was determined by dividing the total budget by the number of students served. The total exemplary budget was $211,166, and the number of students served was 6,840. The average cost per student was $30.87 for the eighteen months, or 20.58 per student per year.

SAMPLES A-R

SAMPLE A

CAREER EDUCATION ACTIVITIES

GRADES 1 AND 4 CLUSTERS

1. Make up a Career Education song or teach the one by Laura Ishee "What Will I Be..?"

2. Draw pictures of "What I Would Like To Be." Discuss and conclude that students didn't include many workers.

3. Group project of "People Who Work in Our School." This could be displayed on a bulletin board.

    a. draw pictures of school workers
    b. examine duties of: principal, secretary, teacher, etc.
    c. visit school personnel: principal's office, cafeteria
    d. include people who contribute to the welfare of the school: deliver supplies, maintenance people

4. Study Family Workers.

    a. do pantomines of work done by each family member
    b. posters or booklets showing family members doing work at home
    c. discuss how children must help if mother works, why parents work, what they do with the money they earn
    d. discuss ways children can help at home

5. Portfolio of drawings about "Men and Women in Jobs."

    a. bring in pictures to supplement
    b. discuss what children know about each job
    c. bring in resource speakers

6. Have children note the businesses on their way to school. Discuss the jobs of the different people who work there. Examples: grocery, florist, laundry, dime store, drug store, vegetable stand, clothing store

7. Community Helpers.

    a. orally describe experiences with community helpers (workers)
    b. construct a model neighborhood and add various workers as they are discussed
    c. role-play the occupations of community helpers
    d. invite community helpers into classrooms to discuss jobs

e. learn about a postman
    (1) read stories ---"I Want To Be A Postman"
    (2) visit the post office
    (3) invite postal worker to class
    (4) construct a post office and practice carrying out jobs of workers
f. discuss policemen
    (1) learn about their jobs
    (2) invite the police to the school
    (3) discuss training, clothing, duties, etc.
    (4) act out duties of the school traffic officer
g. discuss the job of a fireman
    (1) have a fireman visit your class--bring fire engine, if possible
    (2) collect pictures of firemen doing their jobs and mount these on charts or bulletin boards.
    (3) study the following:
        (a) who is in charge of the fire department?
        (b) why firemen have to stay at the station?
        (c) what is a fire alarm? how is one reported?

8. Role-play a family that paid for a doctor's visit. Subsequent scenes show how money changes hands:

a. paid to nurse who bought groceries,
b. grocer paid delivery man,
c. delivery man's wife bought a pair of shoes,
d. shoe store owner's wife paid her beautician, etc.

9. Children act-out vocational roles suggested by their surnames. Tanner, Stone, Baker, Cook, Taylor, and Smith are just a few, examples. Children whose names don't lend themselves might adopt occupations they need to be in line with their names.

Examples:

Goldstein--jeweler
McGregor--golf pro

10. Report on occupations of mothers--include those working in the home. Have students observe and describe what mother does at home. This list might include:

chauffeur
cook--baker
dressmaker
nurse
window washer
waitress
dishwasher
gardener
bookkeeper
telephone answerer
bedmaker
cleaning maid
tutor
secretary
cashier
buyer (food and clothing)
general manager
beautician
repairman
plumber

11. Study governmental occupations. You might invite the mayor or his representative to the class.

12. Study various personal service occupations the children know about. Bring in others as discussion grows. Perhaps invite one or more of the following to your classes:

    a. veterinarian
    b. beautician--barber
    c. shoe repairman, etc.

13. A comprehensive study of occupations related to transportation will point out how important people in these occupations are.

    a. have students list as many different kinds of transportation they can.
    b. discuss with the students why walking was the only means of transportation available to early man.
    c. draw a mural depicting the development of transportation to now. Include:
        (1) man walking
        (2) man carrying pack laod
        (3) use of pack animals
        (4) other use of animals
        (5) carts and wagons
        (6) trains
        (7) planes
        (8) ships
        (9) cars, trucks, buses
    d. have students study jobs related to:
        (1) land transportation
        (2) air transportation
        (3) marine transportation
    e. discuss such jobs as: service station attendant, small engine repairment, etc. These are jobs that are indirectly related to transportation.
    f. students could construct a model airport and study jobs people have at an airport.
    g. invite speakers (pilot, bus driver, service station attendant, trucker, etc.) to class to describe their jobs.
    h. The following books will be helpful:
        (1) Carla Greene. I Want to be a Truck Driver.
        (2) Carla Greene. I Want to be an Airplane Hostess.
        (3) Carla Greene. I Want to be a Mechanic.
        (4) Carla Greene. I Want to be a Train Engineer.
        (5) Carla Greene. I Want to be a Bus Driver.
        (6) Eugene Baker. I Want to be a Taxi Driver.
        (7) Carla Greene. I Want to be a Ship Captain.
        (8) Haile Chace. About the Pilot of a Plane.
        (9) Carla Greene. I Want to be a Pilot.

(10) Eugene Baker. I Want to be a Service Station Attendant.
(11) Jean and Ned Wilkinson. Come to Work with Us in an Airport.
(12) S.J. Johnson. About the Engineer of a Train.

PAGES 54 THROUGH 73 CONTAINING XEROXED COPIES OF NEWSPAPER PHOTOGRAPHS AND ARTICLES ABOUT THE PROJECT WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SHIPPED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

III. EVALUATION ANALYSIS

The evaluation section of the final report for "A Career Education Project on the Mississippi Gulf Coast" focused primarily on the educational goal and objectives of the project. Each specific objective was investigated by the third-party evaluation team and the findings are reported herein.

Data for this evaluation were obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials and methods.
3. Analysis of program operations.
4. Analysis of equipment, supplies, purchases, etc.
5. Interviews with teachers, students and administrators.
6. Review of records containing public relation efforts.
7. Analysis of inservice education activities.
8. Interviews with State Department of Education personnel, consultants, parents and others who were directly and indirectly connected with the career program.

Utilizing the objectives developed for this project, the resulting evaluation efforts were centered upon the program's educational goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL -- To produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers. In order to accomplish this primary goal, the ultimate objective of the project was to establish comprehensive career-centered activities for grades one through twelve in the Moss Point Municipal Separate School District.

Objective 1: To establish an administrative structure for the effective implementation and operation of the career-centered program. The Vocational-Technical Division of the Mississippi State Department of Education was responsible for administration at the state level and the Moss Point Separate School District was responsible for local administration. A qualified administrator was employed to serve as local director of the project. The local director held a master's degree, met certification requirements, and possessed eight years of experience in vocational education and business. His responsibilities included securing a qualified career staff, conducting in-service training activities, completing the necessary forms and reports for inititating the program, and planning an effective career program for the year.

The administrative structure appeared to work well at the local level. The SDVTE served as a cushion between HEW and the local administration. This speeded up the process and placed liability at the state level. Another positive factor was evidenced by the approval of release time for in-service training of teachers.

The policy or guidelines from the SDVTE were not as clearly defined as local project personnel desired. At times this caused a delay in decisions and lag time in purchasing. The flexibility brought about by a change in policy permitted the local director to speed up some phases of the project. It appeared that additional time should have been devoted to in-service training at the beginning of the project. This would have helped coordinators and classroom teachers understand more clearly their roles in the project. It also aided in the scheduling of equipment and the dissemination of career materials.

Objective 2: To develop an understanding of and support for the career-centered project from individuals and groups from within the school system and community-at-large. Public relations activities on the part of the career staff appeared to be adequate for meeting this objective of the project. A steering committee composed of members from the SDVTE; Division of Instruction; State Advisory Council for Vocational Education; and the R/CU, Mississippi State University were utilized for advice and counsel by the project director.

On the local level a special Career Education Advisory Committee was appointed for the project. Members of the advisory committee represented such groups as students, parents, the lay public, civic organizations and educators. The functions of the committee were to serve as an advisory body to the project. It assisted in keeping the public informed, stimulated interest and cooperation within the community, and aided in making community resources and talent available to the project.

Several radio and television programs concerning the career education project were presented by media stations in the Mobile and Biloxi area. Newspaper coverage of the career project appeared to be adequate. Several newspaper articles on the career project were printed in the local paper.

Other public relations activities included small groups of teachers meeting with members of the career staff; letters were printed and given to students along with instructions on how to explain the career program to their parents; and teacher reports on career education activities were distributed to other teachers. Members of the career education staff appeared on programs of civic clubs and parent-teacher groups to explain the career education program. Overall, the public relations program conducted by the career staff appeared to be successful; however, consideration should be given to planning for publicity on a continuous basis throughout the year.

Personnel involved in the evaluation portion of this report did not attempt to measure the attitudinal gain, if any, of the students involved in the career project. An instrument from which to measure overall attitudinal gains was prepared, field tested, and administered to a group of teachers who were to be involved in the career project (experimental) and to a group of teachers (control) who would not be involved in the career project as a pretest measure. No significant differences in pretest scores were found; thus a posttest control group only design was utilized. (See Table VI)

Items 6, 7, and 15 indicated a significant gain in attitude towards career education by teachers in the experimental group. The above results in favor of the experimental group were to be expected. The surprising results shown by the "F score" for item 10 indicates some regression in attitude by teachers in the career project. The findings overall, indicate that the teachers (experimental) exhibited some attitudinal gain during the school year.

Objective 3: To provide appropriate career awareness and guidance experiences for students at the elementary level. To accomplish this objective the elementary coordinators provided the elementary faculties (grades 1-6) with occupational information, counseling, resource persons, and other essential services and assistance to incorporate the career education concept and activities into the regular instructional program.

In-school in-service activities consisting of meetings with school faculties, small groups of teachers, and individual teachers were held on a regular basis to get the program started. Individual school curriculum councils were established to develop materials and provide administrators with feedback on the usefullness of materials, and the overall effectiveness of the career-

Table VIe

Comparisons of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Toward the Career Concept.

	Least Squares Means		
Item	Experimental	Control	F Ratio
1. Choosing a career is one of the most important decisions a person makes during his lifetime.	4.726	4.731	.003
2. Career development is a continuous process throughout the lifetime of an individual.	4.607	4.692	1.372
3. If the school curriculum were career oriented it would be relevant to more students.	4.143	4.192	.200
4. A major purpose of education should be to help students develop sound career objectives.	4.292	4.128	2.769
5. Emphasis on jobs and work in the classroom may lead to a better quality educational program in our schools.	4.065	3.949	1.230
6. Instruction related to careers is more appropriate for males than for females.	4.077	4.359	4.295*
7. Community residents are eager to visit the schools and discuss their jobs with students.	3.536	3.103	11.670**
8. Local resource persons would make career related learning experiences more meaningful to the students.	4.232	4.166	.642
9. The school curriculum should deal less with abstract ideas and more with people oriented problems.	3.958	4.089	1.327

10. Developing a positive attitude in students in reference to work should be a major concern of the schools.	4.262	4.487	6.598*
11. School dropouts may be reduced through the introduction of career related materials in the classroom.	4.089	4.205	1.225
12. Learning experiences relating to careers are for those students who cannot succeed in an academic program.	3.696	3.564	.601
13. Relating a student's learning experiences to the world of work should increase his motivation.	4.155	4.115	.202
14. Career-related activities should be integrated into the regular school curriculum.	4.178	4.205	.089
15. At present, students have sufficient orientation pertaining to the world of work to make sound career choices.	3.393	3.859	10.556**

*F≥ 3.89 Significant at the .05 level (df 1 and 145)

**F≥ 6.76 Significant at the .01 level (df 1 and 145)

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

awareness program. Emphasis was placed on writing, correcting and refining career companion guides.

Teachers worked with small groups and individual pupils to develop and enhance the self-concept of students. The teachers found students to be more interested and attentive when subject matter was equated with the world of work. Social skills and moral values were stressed along with the rewards and dignity of work.

Career awareness was fused into the on-going instructional program on a continuous basis. Career awareness developed as pupils participated in discussions on topics such as "what my parents do for a living," and by listening to guest speakers discuss their respective jobs. Observations by third-party evaluators indicated that students had participated in many other career activities related to "what I want to be when I grow up."

Activities of the program were documented by photographs of bulletin boards, guest speakers, and displays of student projects. Samples of the activities are shown in other sections of this report.

Attitudes of the elementary teachers concerning the career concept were measured via a pretest-posttest control group design; one way analysis of variance was selected as the most appropriate statistic. Since there were no significant differences between pretest scores for experimental and control groups, only the posttest scores were reported in Table VIIe.

Item 2 indicated a significant gain in attitude towards career education by teachers in the control group. This finding could possibly have resulted from greater expectation on the part of teachers who were not involved in the project.

No comprehensive guidance services other than career counseling were provided for in the career education project. However, the school system had 11 guidance counselors in the regular school program. Apparently the counselors worked closely with the career coordinators in planning career activities in the elementary schools.

Objective 4: To provide appropriate career exploration and guidance experiences for students at the junior high levels.

Students in the junior high schools participated in a variety of excellent career-awareness activities. In the specially designed course, occupational orientation, students received occupational information in a broad range of occupational categories and levels. Because

Table VIIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Toward Career Education at the Elementary Level.

	Least Squares Means		
Item	Experimental	Control	F Ratio
1. In the elementary grades (1-6) children should be made aware of the various occupations within our society.	4.176	4.218	.183
2. The elementary school curriculum should be concerned with helping each student develop a positive self-image.	4.297	4.602	11.873**
3. The elementary school curriculum should enhance the social skills of the students.	4.178	4.333	2.883
4. At the elementary level, career-related instruction should utilize jobs of the family, community, state, nation, and the world.	3.964	4.064	.922
5. Knowledge of various careers can be enhanced through occupational role playing by the students.	4.035	4.076	.218
6. Elementary schools should have workmen representing various levels of occupations visit the school and explain to the students their jobs and contributions to society.	4.172	4.115	.426
7. Elementary schools would be improved if the curriculum were centered around the world of work.	3.452	3.269	2.067

8. Good attutudes toward work can be developed more readily in elementary students.	3.845	3.961	1.017
9. Career-related activities are excellent for developing individual capabilities of young students.	4.005	3.948	.336
10. Elementary school (grades 1-6) is too early for a student to start thinking about the world of work.	3.767	3.935	1.743

*F $\geq$ 3.89 Significant at the .05 level (df 1 and 145)

**F $\geq$ 6.76 Significant at the .01 level (df 1 and 145)

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

of more student contact in the occupational orientation course, it could be considered one of the strong points of the junior high phase of the career project. However, a restructuring of the organization of the course should get this phase off to a better start and produce more short-term results.

In addition to the above, junior high students were enrolled in the industrial arts course, where they received hands-on exploratory experiences in a variety of activities directly related to jobs. Another section of this report described activities and projects completed in the exploratory phase of the project.

The regular classroom teachers used the "career approach" to integrate career related experiences and activities into the junior high curriculum. These activities were promoted and coordinated by the occupational orientation teachers and the career coordinators.

Student attitudes toward the career concept were not measured during the first year of the project. However, attitudes of the junior high school teachers were measured with the same research design, statistics and basic structure as was used with the elementary teachers. (See Table VIII)

The findings on items 1 and 9 indicate a significant difference between the means at the .05 confidence level. There was a significant difference at the .01 level on item 5. Since item 1 and 9 deal with selection and pursuit of occupations, the regression by the experimental group on item 1 is negated by the gain in item 1. However, the finding of a significant difference at the .01 confidence level on item 5 indicates that the regular junior high school teachers accept the responsibility for teaching career education.

Objective 5: To provide a variety of occupational preparation programs at the secondary level. The career-centered curriculum at the senior high school level was an upward extension of the exploratory experiences received in elementary and junior high levels, with emphasis placed on occupational preparation activities. Evaluation personnel found that a variety of occupational programs were offered at the secondary level. Over 61% of the high school students were enrolled in one of the following vocational programs: Business Education; Distributive Education; Home Economics; or one of the Trade and Industrial courses which included mechanical drawing, metal trades, building trades, and industrial drafting.

Table VIIIe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitudes Toward Career Education at Junior High Level.

	Least Squares Means		
Item	Experimental	Control	F Ratio
1. During the junior high school years, children should be allowed to explore their various occupational interests.	4.172	4.333	4.707*
2. Career activities should be the starting point for instruction in school.	3.130	3.230	.508
3. The major purpose of career exploration is to assist young people in evaluating their individual interests and ability.	4.059	4.076	.045
4. The transfer of learning from the abstract to the practical is enhanced through career exploration.	3.994	3.987	.006
5. A major source of career information should be the classroom teacher.	3.541	3.153	7.244**
6. Students should be familiar with the present economic system and its implications within the world of work.	4.077	4.166	1.221
7. Simple job activities or procedures (Hands-on experiences) are essential to career-learning experience.	3.988	4.025	.153
8. Learning experiences for each student should be related to his or her career plans.	3.875	4.025	1.217
9. Once a student makes a realistic career decision, he should be encouraged to pursue it.	3.755	3.487	4.220*

10. Both academically and vocationally oriented students should begin preparation for their careers in high school.	4.000	4.115	1.236

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*F $\geq$ 3.89 Significant at the .05 level (df 1 and 145)

**F $\geq$ 6.76 Significant at the .01 level (df 1 and 145)

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree).

The career education concept was integrated into the regular high school curriculum which included math, science, social studies and English classes. The activities utilized by teachers in these courses were described in other sections of this report. Although more effort appeared to be concentrated in the vocational areas, a substantial amount of interest and emphasis was found in the academic areas.

Guidance services for the secondary students centered around data collection, analysis, and processing which contributed to career selection and preparation. The counselors and teachers appeared to have a positive attitude toward the career concept and the local career education program. Teacher attitudes toward the career education concept were measured with the same procedures as was used for elementary and junior high teachers. (See Table IXe)

A review of Table IXe will reveal to the reader that no significant change in attitude occurred during the school year between the experimental and control groups of teachers in reference to their views concerning the career project at the high school level.

Objective 6: To provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing or dropping out of the school system. An intensive program of guidance and counseling was evident throughout the school year on the part of the career counselor and the regular guidance staff. All counselors worked in close relationship with classroom teachers, administrators, parents, and the community to provide occupational information and services to secondary students.

In the area of informal job placement, a listing of possible places of employment was made, students were counseled on how to go for job interviews, and follow-up files were kept in the career office. Some employers came into the school to interview students.

An adequate testing program was operated in the school system to determine the intelligence, personality factors, aptitude, and interests that would qualify students for specific jobs or professions. Students were encouraged through self introspection to make a tentative career choice and participate in one of the vocational preparatory programs. The school system cooperated with the NYC program in the work experience program for youth.

The coordinators and the local project director established

Table IXe

Comparison of Post-Test Means for Experimental and Control Groups of Teachers in Reference to their Attitude Toward Career Education at the High School Level.

	Least Squares Means		
Item	Experimental	Control	F Ration
1. Supervised work experience should be an integral part of a school curriculum.	4.047	3.923	1.954
2. Students who excel in social studies should be informed of jobs that are related to this field.	4.077	4.115	.162
3. The relationship of mathematics to various occupations should be taught in all mathematics courses.	4.059	3.961	.830
4. Interest in an English class could be stimulated by visits of a newspaper editor.	4.017	4.038	.052
5. Courses such as physical education and music will be more effective if career-related activities are fused into them.	3.744	3.717	.048
6. Upon graduation, few high school students have made definite career choices.	3.791	3.948	1.447
7. A center with materials providing detailed career information should be available for all students.	4.327	4.397	.615
8. A placement system should be an integral part of any school program.	4.107	4.025	.561
9. Follow-up studies of former students should be performed on an annual basis.	3.922	3.820	.790
10. A person does not need a college degree to become a success in life.	4.357	4.179	2.531

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*F $\geq$ 3.89 Significant at the .05 level (df 1 and 145)

**F $\geq$ 6.76 Significant at the .01 level (df 1 and 145)

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree)

rapport with the administrators of the school system. The project thus began with the career staff directing in-service training activities in a harmonious atmosphere. However, there appeared to be a need for more trained personnel to give direction to the program. Teaching assignments should have been made prior to the beginning of in-service training. Also, more in-service training should have been provided for coordinators before the program began. Additional feedback from the state level should improve the operation of the project. There appeared to be some lack of interest in program development in the early stages (intermediate grades) for the drop-out prone students.

Objective 7: To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and the school system which will aid the student in bridging the gap between educational experiences and the world of work. As a result of publicity in the Mississippi Press Register concerning the career project and personal invitations to representatives of industrial and business firms to serve as resource persons, a close relationship developed between members of the career staff and leaders in industry. A number of representatives of business, industrial and service organizations came into the school to assist with the project.

The entire career staff attended a state-wide career education workshop at Mississippi State University. The workshop was conducted by personnel from the SDVTE and the Research and Curriculum Unit at MSU. Participants included project personnel from each of the career projects in the state. Specialists were brought in to serve as consultants for the group.

The meeting was devoted to developing goals; identifying roles of career staff, administrators and classroom teachers; developing strategies for compiling, revising and improving instructional components for infusing career education into the curriculum. A follow-up meeting was conducted in Jackson a month later to refine the results of the earlier meeting. The meeting gave local project directors and coordinators an opportunity to exchange ideas and project-activity materials.

The activities of the career project were coordinated with similar efforts by Jackson County Junior College. The two groups worked together to sponsor a talent search program and a county-wide guidance meeting.

Recruiting personnel from institutions of higher learning visited the school system to talk with students who were interested in pursuit of a college degree. College catalogs and curriculum evaluation forms were left in the guidance office for later use.

Objective 8: To provide a variety of continuing occupational education (adult) programs for out-of-school groups. Continuing adult programs were offered on a small scale as evening classes at the local vocational facility. Course offerings included typing, shorthand, secretarial science, powder-puff mechanics, metal trades, carpentry, and masonry. Many of the adults enrolled in these classes were employed full time and attended evening classes to improve their skills in order to qualify for promotions or a more lucrative job. In some instances the motivation was to qualify for a different kind of job. The emphasis in the trade and industrial classes was on developing knowledges and skills for successful job entry.

Most of the evening classes, prior to the career project, had been sponsored and promoted and sometimes taught by the vocational education staff. The local project director assumed partial responsibility for developing a more comprehensive adult program. The effort by the career staff appeared to be adequate to meet this objective.

Objective 9: To provide career-centered in-service training for the entire school system's faculty. Inservice training began during the summer months for faculty members, counselors, and administrators who were on a twelve months contract. Career staff met with small groups and individuals to explain the basic concepts of the career project. A series of inservice teacher workshops were conducted during the week preceding the beginning of school. These workshops were conducted by personnel from the state office and from the R/CU, Mississippi State University. In addition to these inservice activities, the local project staff conducted separate meetings for elementary teachers to plan the awareness phase and a meeting for junior and senior high teachers to plan the exploration and preparation phases. Later, group sessions involving career staff, administrators, department heads, and key personnel at each attendance center, were conducted to disseminate information and materials provided by the state office.

In addition to the conferences and meeting referred to in another section of this report, the career staff attended out-of-state projects in Memphis, Tennessee and Orlando, Florida and collected an abundance of materials and ideas which were adaptable for use in the Moss Point schools.

During the school year, several individual conferences and small-group meetings were held between career staff and classroom teachers to discuss materials and methods of fusing them into the instructional program. Each of the coordinators developed an in-service training packet of materials for use in the career project. A curriculum specialist from the Research and Curriculum Unit at Mississippi State University met with several of the groups to explain the Career Companion Guides (a career-related lesson plan). Each teacher was requested to develop one guide for each six-week term of school.

Although the in-service training program appeared to be adequate to meet this objective, consideration should be given to improving program planning and facilities in this phase of the project prior to the beginning of school. More time should be devoted to the organization and planning for activities. An effort should be made to secure office or classroom space which could be used for conferences in more comfortable surroundings.

Objective 10: To continually evaluate and redirect (if necessary) the career-centered program. Evaluation of the career-centered program in the Moss Point schools was conducted on a continuous basis throughout the school year. The career staff was involved in self-evaluation to the extent that the staff knew the strengths and weaknesses of the program. Supportive statements to this effect included: 1) "interest and enthusiasm of some teachers became contagious;" 2) "student demand for career education aided in spreading to other teachers;" and 3) "more hands-on experiences for drop-out prone students is needed."

In addition to self evaluation, a Curriculum Specialist and Third-Party Evaluators assisted the career staff in developing instruments for data collection, solving career related problems, planning a public relations program, and completing quarterly and final reports.

IV. RECOMMENDATIONS

The authors of this evaluation report recommended that:

- Funding be continued for another year;
- A more intensive program of in-service training be implemented during pre-school workshop periods and during the school year;
- Continued emphasis be placed on making the career concept an integral part of the school's on-going curriculum;

- Public relations activities be continued and intensified;
- Consideration be given to providing some kind of hands-on experience at the upper elementary level where drop-out ideas develop in minds of students;
- Consideration be given to cooperating with the Mississippi Job Bank Program to facilitate job placement; and
- Planning activities get under way for continuation of the program when exemplary funds are phased out.

V. SUMMARY

The goal of this project was for the Moss Point Separate School District to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; and to enter and advance in chosen careers. In order to accomplish this primary goal, the ultimate objective of the project was to establish comprehensive career-centered activities for grades 1 through 12 in the Moss Point Separate School District. In order to accomplish the ultimate objective of the project, the following specific objectives were designed for the school system:

a. To establish an administrative structure for the effective implementation and operation of the career-centered program;

b. To develop an understanding of and support for the career-centered project from individuals and groups both within the school system and the community at large;

c. To provide appropriate career awareness and guidance experiences for students at the elementary school level;

d. To provide appropriate career exploration and guidance experiences for students at the junior high school level;

e. To provide a variety of occupational preparation programs at the secondary school level;

f. To provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing or dropping out of the school system;

g. To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and the school system which will aid the student in bridging the gap between educational experiences and the world of work;

h. To provide a variety of continuing occupational education (adult) programs for out-of-school groups;

i. To provide career-centered in-service training for the entire school system's faculty; and

j. To continually evaluate and redirect (if necessary) the career-centered program.

The evaluation procedures centered around the use of the program's educational goal and objectives as a standard by which the outcomes would be measured. The procedure included data collection; analysis of records and reports; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Educational personnel, consultants, school system faculty and administrators, parents, and students.

Instruments were developed and field tested for use in the career project to assess the attitudes of teachers in the project schools. The instrument was used to compare the mean scores of teachers in the project (experimental group) with a group of teachers (control group) not involved in the project. The test indicated an attitudinal gain by teachers in the career project.

During this first year of operation, progress was made in "fusing" career-centered activities into the on-going curriculum at the elementary level. Occupational orientation courses and Industrial Arts classes in the junior high school provided students with hands-on experiences. Over 60 percent of the senior high students were enrolled in vocational preparation classes. Upon analysis of evaluative data it was concluded that the goal and objectives of the career project were adequately met. Specific recommendations resulting from the evaluation include:

- Funding be continued for another year;
- A more intensive program of in-service training be implemented during pre-school workshop periods and during the school year;
- Continued emphasis be placed on making the career concept an integral part of the school's on-going curriculum;
- Public relations activities be continued and intensified;
- Consideration be given to providing some kind of hands-on experience at the upper elementary level where drop-out ideas develop in minds of students;
- Consideration be given to cooperating with the Mississippi Job Bank Program to facilitate job placement; and
- Planning activities get under way for continuation of the program when exemplary funds are phased out.

THIRD-PARTY EVALUATION

FINAL EVALUATION REPORT
July 1, 1974 - June 30, 1975

A CAREER EDUCATION PROJECT ON THE MISSISSIPPI GULF COAST

Exemplary Project in Vocational Education
Conducted Under the Provision of Part D of the
Vocational Education Amendements of 1968

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June, 1975

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description.
   (See Section 1, page 1e)

2. Density and Population Trends.
   (See Section 1, page 1e)

3. Occupational Breakdown. The specific occupational breakdown for the locale includes Jackson, George, and Green Counties. The centers of industrial employment are Pascagoula and Biloxi, Mississippi, and Mobile, Alabama. Table Xe depicts employment by occupational categories and changes during the operation of the exemplary program. For occupational information during 1971, see Table IIe, Section 1, page 5e.

4. Unemployment Rate and Trend. The total labor force for the Employment Security District was reported to be 46,290 in December 1974 as compared to 43,760 in December 1973. This represented an increase of 5.78 percent in the labor force. However, unemployment increased from 2.8 percent in December 1973 to 3.3 percent in December 1974.

5. Income of Residents.
   (See Section 1, page 6e)

6. Families Receiving Welfare Assistance. Approximately 2,797 persons in Jackson County received some type of welfare assistance during the year. Table XIe lists the categories of assistance and the number of people in each category.

B. THE SCHOOL SYSTEM

1. Facilities Description. The organization plan for the Moss Point Separate School District remains basically as described in Section 1, page 6e of this report. One change resulted from a fire which destroyed one elementary building. Two elementary schools are now housed in one building, with each school retaining its name, teaching staff, and students.

2. Enrollments. Total enrollment for the school district during 1974-75 was 6,742 students. This was a decrease of 97 students or 1.4 percent less than the preceding year (see Table XIIe). Six of the 7 elementary schools showed a slight decrease in enrollment from FY 74 to FY 75. The junior and senior high school enrollments increased slightly during the same period. Average daily attendance (Table XIIe) showed that approximately 95 percent

Table Xe

Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment December 1972	Employment December 1973	Employment December 1974	Trends 1973-1974
Agricultural (Production)	X	X	X	
Food Processing	X	X	X	
Agricultural Total	X	X	X	
General Manufacturing (includes lumber and wood)	X	X	X	
Apparel	X	X	X	
Printing and Publishing	X	X	X	
Machinery	X	X	X	
Other Manufacturing (furniture, fixtures, paper, stone, clay, glass and metals)	X	X	X	
Manufacturing Total	21,080	23,960	29,890	53.8%
Construction	2,080	2,870	3,370	
Transportation and Utilities	760	850	880	
Wholesale and Retail Trade	3,830	4,580	5,230	
Finance, Inc., and Real Estate	610	720	820	
Service and Miscellaneous	2,240	2,760	2,720	
Government	4,270	4,420	4,500	
Other	2,150	2,360	2,350	
Nonmanufacturing Total	15,940	18,560	19,870	42.9%
Employment - Grand Total	37,020	42,520	44,760	
Unemployed and (%)	1,400	1,240(2.8%)	1,530	3.3%
Total Civilian Labor Force	38,420	43,760	46,290	100%

Table XIe

Number of Persons in Jackson County Receiving Welfare Assistance by Category

Category	No. Recipients June, 1969	No. Recipients June, 1971	No. Recipients June, 1974
Old Age Assistance	688	734	737
Aid to the Blind	12	19	21
Aid to Dependent Children	990	1,379	1,699
Aid to the Disabled	242	293	340
TOTAL PERSONS	1,932	2,425	2,797

Table XIIe

Moss Point Municipal Separate School System
Enrollment and Average Daily Attendance
During 1973-74 and 1974-75 School Sessions
(By Attendance Centers)

Attendance Centers	Enrollment 1973-74	3rd mo. 1974-75	Trend %	*A.D.A. 1973-74	3rd. mo. 1974-75
Elementary Schools Grades 1-6					
Charlotte Hyatt	397	377	X	382.15	360.45
East Park	700	680	X	689.90	663.85
Escatawpa	918	901	X	883.15	863.85
Kreole	793	753	X	738.25	709.25
Magnolia	286	255	X	276.90	244.65
Orange Lake	283	291	X	270.40	274.45
West	316	260	X	303.75	247.45
Elem. Totals	3,693	3,517	-4.8	3,544.5	3,364.35
Junior High Schools Grades 7-9					
Ed Mago	987	970	X	936	920.15
Magnolia	892	935	X	841.90	846.20
Jr. High Totals	1,879	1,905	+1.4	1,778.80	1,766.35
Senior High School Grades 10-12					
Central	1,267	1,320	X	1,197.45	1,275.35
Sr. High Totals	1,267	1,320	+4.2	1,197.45	1,275.35
School System Totals	6,839	6,742	-1.42	6,520.75	6,406.05

*A.D.A. denotes Average Daily Attendance of the elementary students, 92 percent of the junior high students and 96 percent of the senior high students attended classes daily during FY 75. The figures for A.D.A. varied little from the figures for the preceding year.

3. School System Faculty. During the 1974-75 school session, 333 persons were utilized in professional positions in the school system. Table XIIIe shows the level of preparation and the position of the professional staff. In addition to professional positions, 22 para-professionals were used as teacher aides. Although some of the para-professionals had taken post-secondary courses, none hold a baccalaureate degree. Some of the professional personnel earned master's and specialist's degrees during FY 75, but the number of positions remained the same as for FY 74.

4. School System Administrative Structure.
(See Figure 4e, page 12e)

5. School System Curriculum. The Moss Point School System offers elementary activities centered around art, communication skills, health, mathematics, music, physical education, reading, science and social studies. Students participate in each of the aforementioned areas during grades 1 through 6 or at some specified interval during these grades. Emphasis is placed on basics and their mastery by each individual student.

Requirements for the high school (Grades 9-12) remain as those cited in Section 1, page 10e. The high school offers a wide variety of courses and is approaching the comprehensive high school level in curricular offerings.

6. Dropout and Transfer Trends. It was reported that 288 students dropped out of school (Grades 1-12) during 1972-73 compared to 329 for 1973-74. This is an increase of approximately 14 percent during the time the exemplary program has operated. Indications were that the senior high dropout percentage was less than the previous year but the percentage of elementary and junior high (Gr. 1-9) dropouts increased from FY 73 to FY 74. The overall school system dropout average was approximately 4.8 percent for the 1973-74 school year. Reasons given for dropping out of school were the same as given in Section 1, page 13e with the most frequent reason being dropout related to repeated failure.

Information was obtained in regard to transfer students for 1973-74. It was reported that 388 studetns transferred into the Moss Point School System, while 645 students transferred out of the school system. Thus, approximately 66 percent more students exited the system than entered because of transfer.

Table XIIIe

Professional Development of Personnel of the Moss Point Municipal Separate School System for the 1974-75 School Session

	Doctor's Degree	Specialist's Degree	Master's Degree	Bachelor's Degree	Non Degree	Totals
a. Elementary	X	1	18	130	X	149
b. Junior High	X	X	4	76	X	80
c. Senior High	X	2	15	53	X	70
d. Administrators	1	1	19	1	X	22
e. Counselors	1	X	8	3	X	12
f. Teacher Aides	X	X	X	X	22	22
TOTALS	2	4	64	263	22	355

7. Financial Status of School System. As shown in Table XIVe, revenue for FY 75 increased in each category with the exception of federal funds. It was noted that local revenue increased slightly more than did state funds allocated to the school system. Federal funds decreased 1.16 percent while the total revenue increased 6.29 percent from FY 74 to FY 75.

Expenditure per pupil showed an increase from $555.40 in 1973-74 to $595.47 in 1974-75. This represented a 7.21 percent increase. These figures were derived by dividing the total revenue less capital outlay by the total number of students enrolled in the school system during FY 74 and FY 75, respectively. The increase in expenditure per pupil is due to: (1) a slight decline in enrollment; and (2) an increase in the budget for the school system for FY 75.

Table XIVe

Revenue for the Moss Point Municipal Separate School District for FY 74 and FY 75

Type of Funds	1973-74	% of Funds	1974-75	% of Funds	Trend % FY 75-FY 74
A. Local	$1,126,999	30.49	$1,225,679	31.20	+ .71
B. State	2,420,190	65.47	2,590,647	65.92	+ .45
C. Federal	149,660	4.04	113,236	2.88	-1.16
D. Total Including capital outlay	3,696,849	X	3,929,562	X	+6.29
E. Total Less capital outlay	3,652,349	X	3,881,915	X	X
F. Expenditure Per Pupil	555.40		595.47	X	+7.21

*Expenditure per pupil was derived by dividing E by the number of students enrolled during FY 74 & FY 75.

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program.
(See page 13e.)

2. Modification of Existing Programs.
(See page 13e.)

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Moss Point Separate School District's approximately 6,740 students were involved to varying degrees in the program. This was accomplished by individual teachers utilizing career-centered learning experiences with the regular instructional program. On the elementary level, field trips and resource speakers were used to complement the career related units. On the junior high level, all 7th grade students were enrolled in the course occupational orientation. In the senior high school, approximately 2/3 of the students were enrolled in vocational courses.

2. Objectives of the Program.
(See page 14e.)

C. PERSONNEL

1. Personnel Added by the Program. A total of 9 professional level staff positions were utilized at the local level during the school year. These positions included administration, coordination, and instruction. In addition, one secretarial-teacher aide combination position was included in the project. All 9 professional level positions were filled with persons meeting the state certification requirements and having a minimum of a bachelor's degree or higher. The organizational structure for the Moss Point School System and the exemplary program are shown in Figure III.

2. Administrative Staff. The 5 persons employed to administer and coordinate all phases of the exemplary project had an average of 11.1 years of teaching and administrative experience. The staff possessed experiences from the areas of vocational agriculture, home economics, guidance and counseling, social studies, histroy, English, business education, educational administration, business, and teacher education. The entire administrative staff devotes full time to administrative and coordinative activities.

   The local project director had 8 years of experience in business and classroom teaching at the beginning of the project.

He assumes responsibility for coordinating all phases of the program with the State Project Director, including recruitment, selection, and supervision of all project personnel. He purchases equipment, supplies, and materials; arranges for consultative services; conducts in-service training of staff; conducts public relations activities; cooperates in evaluation activities; and makes necessary reports.

The high school coordinator has 11 years of experience as a teacher and counselor and is responsible for coordinating all activities concerned with the job preparation of the students at the high school level. This coordinator also is responsible for the supplies and materials purchased or developed by the career staff. All coordinators are responsible for staff development, planning, implementing and evaluating the entire exemplary project.

The junior high coordinator has 8 years of experience in teaching and guidance. His responsibilities include coordination of equipment, supplies, materials; materials development; assistance in course guide development and utilization; development of instructional materials and assessment of the occupational orientation program. Other functions include working closely with the principals and counselors in developing career exploration activities where possible. Other duties are: cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study; acting as a consultant upon whom the teachers may call for suggested career-related activities; and providing a prolific source of career material through well organized career rooms.

The elementary coordinators have over 27 years of experience in teaching, counseling and teacher education. Their responsibilities include obtaining and distributing teaching aids, equipment and supplies to elementary teachers; scheduling resource persons, films, etc.; assisting in the development of objectives, methods, and evaluation of the elementary activities; assisting in the survey of local resources; and conducting in-service programs.

The duties of the secretary-teacher aide consist of typing requisitions. curriculum materials, correspondence, duplicating materials, maintaining files, collecting materials, and other secretarial duties as assigned by the career education administrative staff.

Some changes in positions of the coordinators were made for FY 75. One of the elementary coordinators was moved to the high school position. The high school coordinator became an elementary coordinator. The junior high coordinator resigned and a replacement was hired. The figures for number of years of experience for the staff for the current report does not correspond with FY 74 for the above reasons.

3. Student Service Personnel. The Moss Point project made no provisions for hiring a counselor. However, it appears that an excellent relationship continues to exist between the career staff and the 11 local guidance personnel.

   These persons worked together in administering various aptitude and interest inventories. Counselors also attended workshops, in-service and departmental meetings, talked to student groups, and assisted in all phases of the career education program.

   The career education coordinators at the junior and senior high schools assisted the guidance offices in scheduling students for the next school year. Career counseling was done on an individual basis when students requested assistance with course selection. The career staff encouraged students to use career objectives as a basis for course selection.

4. Instructional Personnel. The occupational orientation teachers have a combined total of 16 years teaching experience. All 4 of these teachers hold bachelor's degrees and meet state certification standards. They are responsible for teaching the 7th grade occupational orientation classes and providing leadership in the junior high school. Other responsibilities include providing exploratory experiences through discussions, films, speakers, and field trips. They also assist in evaluation, reporting, and providing feedback on the success or failure of procedures and materials used in the junior high schools.

D. PROCEDURES

1. Physical Arrangement. The exemplary project required no new facilities. In most instances personnel employed to implement and administer the project were housed in room 10 of the Central High School building. Two of the occupational orientation teachers were assigned to career rooms at Ed Mayo Junior High and the other two at Magnolia Junior High.

   The only special physical arrangements consisted of the creation of a career office with furnishings and the designation of 4 junior high classrooms as occupational orientation career rooms.

2. Review and Planning. A number of planning and review sessions were conducted during the year at the local level. Planning sessions were conducted with administrators, department heads, counselors, and project personnel to decide on methods of in-service training, project activities and project emphasis. The project staff engaged in weekly planning and review sessions at

the career education office. In addition to these meetings, the staff participated in weekly planning sessions with personnel at the various schools.

3. In-service Training. Prior to the beginning of school, a staff workshop was conducted for the purpose of establishing and clarifying the roles of all project personnel in performing and carrying out the objectives of the project. In addition to the exemplary project staff, all teachers and administrators in the school system were involved in the workshop. In-service manuals were compiled and printed for each program level. These manuals were used during the teacher workshop and given to the teachers to use during the year.

   In-service activities consisted of orientation of all classroom teachers, counselors and administrators to the overall concept of the career education program. Other activities consisted of developing course objectives and curriculum guides; improving teacher materials; and demonstrating effective use of materials and equipment.

   In-service activities were conducted with elementary teachers during the school year. These activities assisted the teachers in the incorporation of occupational materials into their courses of study and minimized duplicaiton of effort.

4. Activities. The career project activites for the second year were structured and implemented in the same manner as used in the first year of operation. The project continued to provide students with sufficient occupational awareness and exploration experiences to make sound career decisions.

   To accomplish this basic goal, local exemplary program personnel provided basic services to the elementary faculties. These services included obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips were held to assist the elementary faculties to incorporate career development into the regular instructional program.

   The aims and purposes of the program at the elementary or awareness level were as follows:

   1. To involve teachers in implementing career awareness through games and activities suggested by the coordinators.

   2. To provide students with speakers, films, and materials which promote career awareness.

   3. To encourage participation of the community in promoting the the career education idea and inform parents of the aims of the program.

4. To state and carry out program objectives and goals.

5. To compile a set of career companion guides.

At the beginning of the school year, staff meetings and district-wide faculty meetings were held. A considerable amount of time was devoted to developing and assembling a comprehensive in-service packet. The packet was an excellent method of providing teachers with concrete ideas for implementing career education into the on-going curricular. The packet included a rationale for career education; objectives and goals; ideas for implementation; guidelines for writing career companion guides, utilizing materials, effective use and follow-up of speakers; bulletin board and game ideas; and film and filmstrip lists. In additon to these packets, a simple method of relating career education to text-books was developed. Twenty-one books were selected on different levels. Various ideas were developed on a page and chapter basis. These ideas were presented in a fold-over "booklet" form.

A district-wide in-service program was conducted by the coordinators in their respective areas of responsibility. At the elementary workshop the above mentioned materials were presented and discussed. Teacher reaction was favorable because these materials provided them with concrete and workable materials rather than abstract and theoretical concepts.

Several different methods and teaching techniques were used to attain these aims and purposes of the career program. Coordinators conducted in-service activities in the elementary schools on a regular basis to introduce new materials, discuss planned future activities, and to solve problems concerned with infusing career awareness activities into the curriculum. Individual school curriculum councils were established to further develop activities and provide information and feedback on the suitability of present materials, the need for new materials, and the overall effectiveness of the career awareness program.

The awareness coordinators worked with individual teachers in developing and using various methods for implementing career-centered activities into their subject areas. A considerable amount of the coordinators' time was devoted to helping teachers write Career Companion Guides. Other functions and activities of the coordinators were ordering films, contacting and scheduling resource speakers, developing bulletin board ideas, and developing teacher-student activities. Other career materials such as filmstrips, records, cassette tapes, study prints, books, puzzles, and games were made available through the career program.

Career implications were emphasized by the regular elementary teachers in their respective classes. Exemplary project personnel assisted teachers in developing units, lessons, projects and activities related to the world of work.

Some of the career activities conducted during the operation of the career project are listed below.

-- Students engaged in various types of role playing.

-- Resource persons from the community came into the classrooms to discuss their respective jobs.

-- Students wrote stories about jobs.

-- Students participated in poster drawing contests.

-- Students acted out jobs through playing charades.

-- Students used stand-up figures representing careers to act out specific jobs.

-- Students collected pictures from newspapers and magazines of people performing jobs.

-- Students used a mock store in relating math to jobs in a supermarket.

-- Students made paper-mache figures representing various occupations.

-- Students wrote themes concerning "What I want to be when I grow up."

-- Students participated in an Open-House Bicentennial Celebration during the spring of 1975. The celebration combined careers, values and the regular curriculum. Third graders participated in making hand-dipped candles, a nine-patch quilt, booklets, and art objects as well as other "artifacts." Parents, school officials, local dignitaries, and visitors were greeted at the door by "doormen," served refreshments by young ladies, and escorted through the school by "tour guides." All participants-teachers, students and career coordinators--were dressed in authentic costume. The entrance was festooned with streamers, flags, potted plants and borrowed artifacts, such as: a spinning wheel, desk, table, rocking chair, cradle and churn. Refreshments were provided by an elementary school cafeteria.

This is only a partial listing of the activities used to incorporate career awareness into the regular instructional program, but it should give insight into activities that were used to increase the concept of the world of work for elementary students. (See Sample I.)

A typical day of activities for students in the elementary schools would consist of a guest speaker coming into the classroom to discuss his job, or other activities which might consist of lessons geared to career information, career handouts, career games, puzzles or stories relating to the world of work.

Letters of appreciation were written by the coordinators to all resource persons who participated in the program. Speakers participating in the program included representatives of: Mississippi Cooperative Extension Service, Moss Point Police Department, Escatawpa Fire Department, and Moss Point Fire Department. Other speakers included a computer operator, a marine biologist, a pilot, a pollution control expert, a geologist, a cafeteria supervisor and health department nurses.

In the Exploration Phase in the junior high school, the primary objective of the program was to help students integrate work values into their personal value system by:

a. Affording opportunities for students to explore career opportunities available by providing career-related information, materials, and experiences;

b. Aiding students in developing decision-making skills for choosing a career through group and individual counseling;

c. Helping students identify and interpret personal interests, aptitudes, and abilities through participation in a comprehensive testing program;

d. Assisting students in selecting a curriculum that will best meet their needs; and

e. Aiding students in developing proper attitudes toward the "World of Work" by emphasizing the contribution that subject matter can make to a successful career in every course that has career relevance.

In meeting the above objectives, the students were provided with exploratory experiences through the specially designed course, occupational orientation. The course was designed to explore a broad range of occupatonal categories and levels which allows the students to make a comprehensive educational and occupational decision rather than being forced into limited choices.

The occupational orientation course consists of six basic units, the first of which assists students in appraising their individual interests, abilities, aptitudes and skills. Unit II is devoted to a wide range of occupations in the area of Consumer

Education. Unit IV is devoted to public service occupations, and Unit V is about production, distribution and management occupations. In these units of instruction students become acquainted with a wide range of occupations. Through the use of "hands-on experiences," resource persons, and field trips, they learn about occupational settings, worker skills, and training needs and opportunities.

The junior high school teachers used the "careers approach" to relate their respective subjects to life and the world of work. Some teachers used bulletin board displays of careers that related to their subject area.

One teacher combined the study of careers with vocabulary study. After students learned the meaning of such words as methodical, extrovert, introvert, realist, idealist, etc., they listed vocations that might require certain of these personality traits.

Several teachers used the teletrainer, furnished by the local telephone company, to teach a unit on the current use of the telephone. Approximately 900 students practiced using the telephone. Along with the telephone unit students considered the many occupations involved in making the telephone available in everyday life.

An English class involved in a unit which included a written research paper utilized materials from the career room and the library. The student selected a topic about a career, researched it, and submitted a written report.

One teacher utilized the bulletin board as an aid in teaching a unit on communications. A math class used the same techniques to relate the importance of math to various careers.

During a unit on advertising, one class used the classified section of the Sunday newspaper to make a study of job vacancies in the local area. Several classes made field trips to local industries and business firms as a follow-up to units on career education. (See Sample U.)

The occupational orientation classes participated in activities such as: making a career poster in poster contests, job interview role playing, occupational pass word, writing and acting out a skit or play involving several different occupations, talent shows where students are encouraged to demonstrate their talents. Students were brought to the realization that a talent could be a career in the making. Other simulated activities were engaged in where games were used to learn about careers.

The above is only a partial listing of the many activities and techniques used by the junior high school teachers in attaining the objectives of the Exploration Phase of the program.

The career-centered curriculum at the senior high school level is a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students receive assistance in planning for and attaining vocational goals and preferences either in the form of additonal vocational training or work experience.

The aims and purposes of the program at the high school level were:

1. To carry out the aims and purposes of the original career educations goals;
2. To prepare materials for teacher use and to obtain material for teachers;
3. To involve as many people in the school system as possible in the career education program - this included teachers, administrators, counselors, parents, students, and others in the community;
4. To inform the general public of the career education program and its goals;
5. To provide students with a variety of occupational information and counseling services;
6. To get teachers to use the career education concepts in their subject areas; and
7. To instruct teachers in the development of career companion guides and to compile them after having corrected those in need of correction.

Several methods were employed by the career staff and classroom teachers to attain the objectives of the senior high program. Students were encouraged to take full advantage of the career program. The senior high school teachers were provided with cassettes, filmstrips, films, and written materials about various occupations. Newspaper publicity, community leaders, and adult education classes were used to better inform the public of career education. Having guest speakers also helped to inform the public of the program, served as good public relations, and informed students about various occupations. A bulletin board display on career education was placed in a central location in the high school. The high school coordinator and high school counselors at times worked closely together in providing information to students regarding such things as occupationsl information and course selection. An assembly was given under the direction of career education personnel for the high school students to better acquaint themselves with course offerings for next year. (See Sample V.)

Each student was provided with career information in English, math, social studies, and/or other required courses. The vocational program offers job preparation courses in business education, distributive education, home economics, mechanical drawing, metal trades, building trades and industrial drafting. In the above listed vocational education courses, students are provided with opportunities to learn salable skills.

A career fair was held during the spring semester 1975 in the high school gymnasium. The fair gave all high school students an opportunity to familiarize themselves with the career opportunities available to them in their community and to focus on the education or training they would need to perform effectively in specific occupations. A secondary purpose was to involve the business and industrial community in the career-decision process of high school students.

Several business and industrial firms participated by providing booths for the fair. The displays for the booths consisted of presentations on film cassettes of persons working in different jobs, pictorial displays of persons performing tasks relating to various occupations, or machines or equipment used in making products and an explanation of the skills required for their operation. Representatives of each company or organization manned the booths to answer any questions students might ask about available careers and company benefits. Most participants handed out brochures or pamphlets explaining career opportunities and other pertinent data. (See Sample W.)

The academic student who has elected to follow a college-prep curriculum experiences career related activities introduced by the teacher at appropriate times in his classes throughout the year.

The vocational student has the school day divided so as to attend three academic classes in the morning and three hours in one of the vocational programs in the afternoon. In the cooperative programs, he spends three hours in related and academic classes and the other half day in a shop, store, or other type station getting on-the-job training.

The activities of the guidance personnel are centered around the following: collection, organization, and analysis of information concerning students' interests, abilities, aptitudes and personality characteristics; counseling with students concerning problems and educational and vocational planning; administering tests and maintaining records; assisting in identification and selection of students for vocational courses and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; providing occupational educational and economic information to students; assisting students in educational and job placement; and engaging in evaluation to determine the effectiveness of the guidance program.

The guidance personnel utilized the following tests:

> Stanford Achievement (Advanced and High Levels). To test the educational achievements that are commonly expected of students in a modern comprehensive school; to provide dependable & objective basis for evaluating the curriculum program. (Grades 8, 11)
>
> Kuder Preference Record (Occupational). To provide a formal designation and classification of student interests; to stimulate students to think constructively about interest in relation to occupational choices. (Grade 10)
>
> Otis-Lennon (Intermediate & Advanced Levels). To provide comprehensive, careful, articulate assessment of general mental or scholastic aptitude. (Grades 7,11)
>
> American College Test (ACT). To assist students in making appropriate decisions concerning college attendance; to provide schools and colleges with objective information about students; to identify and assist in the solution of educational problems; to communicate additional knowledge about education to the general and professional publics. (Grades 11, 12)
>
> Armed Services Vocatioal Aptitude Battery. This test is similar to the Kuder Preference Record. It was administered by the army.

All guidance personnel served in the same capacity as other staff members in reference to the career education project. The counselors were very valuable in providing avenues of how best to work with the staff, the student body, and how to get the maximum from all people in the community. The counselors offered their assistance to the students when needed. Counselors talked to large groups of students about their school record and how it would follow them into the world of work. Counselors attended workshops, in-service and departmental meetings, and were helpful in making the career education program meaningful to many students and teachers.

5. Instructional Equipment and Materials. No project funds were used to purchase equipment or commercial materials. Two 16 mm projectors were purchased by the high school and were available for use in the career project. For listings of equipment and materials see Section I, page 24e.

6. Parent and Community Involvement. The relationship between the school and community continued to improve as the career project staff continued to utilize parents and community resource people. In addition to keeping parents informed of the objectives and activities of the project, an effort was made to get them involved as helpers on field trips and projects within the school.

   An example of community involvement in the career program was a request by the chief of the Moss Point Fire Department for assistance in advertising vacancies in his department. Fliers describing the positions were developed by the career staff and distributed to the high school seniors. For examples of public relations activities conducted by the career staff, see Sample E.

7. Budget. The career project was designed so that all students (grades 1-12) would be involved in the project and all costs incurred would be included in the career project budget. Approximately $147,427 was budgeted for the project for FY 75. Federal funds (Commissioner's Share and Part D) amounted to about $91,741 or 62.2% of the total budget. State and local funds amounted to approximately $55,686 or 37.8% of the total budget for FY 75.

   Per-pupil cost for the program was determined by dividing the total budget by the number of students served. The total exemplary budget was $147,427 and the number of students served was 6,742. The average cost per student was $21.87 per student for FY 75.

SAMPLE S

PUBLIC RELATIONS

Point teachers to hold career education workshop

Plans are under way for a half day workshop to familiarize Moss Point teachers with the system's career education program.

Mrs. Lynn Juhl, high school coordinator of the career education program and organizer of the Aug. 19 in-service workshop, said it is designed to let the teachers know what they can expect from the school's career education office.

According to Mrs. Juhl, the department can offer the teachers six basic services. These include:

— Guest speakers. The office will contact and arrange visits by guest speakers who will explain their occupations to the students.

— Career education films. The office will be able to order films concerning different career fields that can be shown to individual class groups.

— Special materials. Career education counselors will be available to gather special materials and supplies for career related class projects as needed.

— Field trips. The office will assist teachers in planning small group field trips by contacting the place to be visited and also arrange times convenient for both the students and the business.

— Career companion guides. The office staff will assist the teachers by writing career companion guides whenever help is requested.

— Guidance sessions. The office staff will be ready to come into the classroom for group guidance sessions related to career planning upon the request of the teacher.

Another purpose of the workshop will also be to more fully inform the teachers of exactly what career education is.

"We would like for teachers and parents alike to be aware of what our program is and what it is not," Mrs. Juhl said.

Teacher workshop

George Leggett, head of the career education program in the Moss Point school system, goes over career education material in preparation for an Aug. 19 teacher workshop with Mrs. Lynn Juhl, high school coordinator for the program. The workshop will familiarize Moss Point teachers with what material and assistance is available from the school career education office.

"For example, it is not vocational education in that we are primarily concerned with providing the student with the kind of experiences and information that will enable him to make a career choice that he can happily live with the rest of his life.

"Satisfaction with a job well-done is a tremendously important part of human happiness and too many people are missing out on that happiness due simply to poor career choices," Mrs. Juhl said.

Another area in which career education is believed to be of benefit to the student is in making his studies more relevant.

"We try to assist students to relate information gained in the classroom to their own needs," Mrs. Juhl explained. "Students study theories for years and many never know why or how these theories relate to their very real problems or problems they are likely to face in the future.

"Through career education the student is shown just how the subjects he is taking relate to his choice of a career."

The beginning of school this year will mark the beginning of a two-year pilot program for the Moss Point school system in career education. While most of the funds for the program come from the federal government both the state and the local school system also contribute.

Leggett attends national meeting

George Leggett, director of Career Education for the Moss Point School District, was recently selected as one of only three consultants from Mississippi to attend a national conference on career education.

The conference, sponsored by the U.S. Office of Education, was held in Washington, D.C., for the purpose of generating new ideas for the rapidly expanding career education field.

Noted for the innovations in career education originating under his direction in the Moss Point program, Leggett is recognized as a leading authority on career education across the state and in many parts of the nation.

In addition to requesting a description of Moss Point's career education program for use as a model program, the conference was also particularly interested in two Moss Point innovations.

The first was the local in-service training program.

"What is unique about our program is that it is a local program designed by our local people," Leggett said. "Many schools try to bring in outside consultants to develop their teacher training programs. As these outside consultants are not familiar with the local situation and its problems, the results are not always satisfactory."

Things covered in the local in-service training program touch on almost every area of education from how to set up career oriented bulletin boards, to lesson plans, to a complete bibliography for the teachers to use to set up their own programs.

The second Moss Point innovation is the program's ability to relate career education to existing textbooks.

"At present there are very few career oriented textbooks and they are not in wide use," Leggett said. "We have overcome this problem by developing program ideas to accompany the textbooks."

As an example Leggett said a elementary grade reader might have a story about a visit to a farm. The program accompanying the text which the teacher has been given would give a list of possible local speakers who could be called in to talk to the class, list ideas for games or bulletin boards, and give a breakdown of the career opportunities that are related directly or indirectly to farm work.

Leggett said he found the conference very worthwhile, learning as much from the other participants as he gave.

On the local level Leggett said he is looking forward to this year as the career education program in the Moss Point School System has been funded for a second year.

"We had an excellent year last year and I believe we are going to be able to do even better this year. Our teachers are now oriented to the program and we have developed greatly expanded supplies of resource materials and people," Leggett said.

Leggett said he is pleased with the work being done in career education in Mississippi, and said that this field is one which Mississippi is leading the nation because of a number of forward looking people in the state education board.

Point career education program becomes model for educators

By TOM DONNELLY

It was small and feisty George Leggett who built Moss Point's career education into national acclaim.

He initiated the program in the Moss Point School District about three years ago, starting with little money and "honchoed" the program out of "nothingness" into one that is often used by national educators in Washington as a model to follow.

For Leggett, it was a dream come true when his program sky-rocketed into national prominence.

Although just as modest as he is shrewd, he points to his assistants in the program and the school administration as two paramount factors for his success.

A nutshell summation of the program says that students are taught how to apply theory in a practical manner. They are also introduced to the real working world. One that is not always clearly and thoroughly depicted in textbooks or explained in total depth within a classroom.

The introduction to the working professional world starts with "Awareness" at the grammar school level and continues right on through high school graduation.

This year especially, Leggett has worked closely with career education personnel from the state's various colleges and universities in an effort to keep the program moving along through the college years, too.

Students who have been involved in the school district's career education program the past several years say they have gained a separate education unto itself from this part of their curriculum.

Teachers also say Leggett and his staff have made them more career conscious. Conscious in the sense that everything taught in the classroom should be unconsciously interwoven into and related to career education.

Moss Point's Career Fair this year, again under the direction of Leggett, was a success. He was thrilled beyond description.

There was no particular glory in the fair for Leggett himself or his staff. But the rapport created from the fair between industry-business and students soared higher than ever.

This to Leggett was the ultimate aim of the entire fair.

About 20 businesses and industries from over Jackson County erected booths and display centers that were ultra-modern and unique. Representatives from the concerns manned the centers, passing out brochures and answering questions about their various fields for fascinated high schoolers.

Not only were students enchanted by intricate details of the different businesses, but parents had a night set aside for their viewing.

But the deep-seated interest in the requirements, education and other demands made by business and industry on potential employes by students were highlights of the fair to Leggett, the school district's director of Career Education Department.

Leggett emphasized that the paramount reason for the fair was to give students a realistic insight into the way life will actually be when one enters a particular vocation or profession.

Also, he said, the qualifications, working conditions, pay and potential to rise up were other reasons for the sponsorship of the fair by his department and the Moss Point School District.

Mississippi Chemical Co.'s booth, manned by Miss Pam Hudgins of Moss Point, secretary to the firm's personnel manager, featured a lighted backwall with pictures and copy that told some of the chemical company's story.

The display stressed that to protect the environment the company is investing $35 million to meet all air and water emission standards.

It also noted that Mississippi Chemical has launched an aggressive search for additional natural gas needed to make more nitrogen fertilizers.

Cinderella Knitting Mills of Mississippi, Inc. featured a booth designed by Mrs. Vicki Prosser, secretary to the Moss Point plant's manager.

In addition to garment displays, brochures and pamphlets and the answering of questions by Mrs. Prosser, uniquely decorated backgrounds with hard-pointed questions about abilities, preparations and what the future holds challenged the minds of students.

South Central Bell Telephone Co. with its information center and lighted telephone display captured its share of the youthful audience, as students lingered around the display instead of moving on.

And the Army proved that the "Sick Sixties" are truly history, as both sexes pressed in hard to listen to the military representative explain the job opportunities, available schools and financial benefits to be derived from the service, including a youthful retirement.

role in helping young people obtain employment, along with outlining in detail the many other ways in which the Chamber is directly related to the financial, social and moral success of the entire community.

The world of education also made its bid to students with a booth that gave them an insight into the many curriculums offered at Jackson County Junior College in Gautier. Information from the JCJC center also included the ever-expanding vocational curriculum at the school and its practical application to area industries.

And there were others such as International Paper Co. of Moss Point, Standard Oil of Pascagoula and Corchem Refractories Co. from the Bayou Casotte industrial complex.

One school official noted that "several years ago it might have been nothing short of a disaster to have had a representative from the military and a service booth as a part of the fair. But just look how those kids are flocking over there."

Mrs. Linda Johnson, secretary to Mrs. Ann Avent, executive director of the Pas-Point Chamber of Commerce, unfolded many unknown functions of the Chamber to students.

She also informed students how the Chamber plays a vital

Leggett to talk at PTA meeting

ST. MARTIN — Moss Point career education director George Leggett will speak at St. Martin junior-senior high school Parent-Teacher-Student Association meeting here.

The PTSA will meet at 7:30 Nov. 19 in the high school library, according to Mrs. Walter A. Mears Jr., president.

She urged parents and interested members of other PTA groups to attend.

The high school garden club unit will have potted plants on sale at the meeting also.

Point's career orientation program gains reputation

Employers once cursed at and about young trainees fresh out of school.

They also cursed the educational systems that graduated them, too. "Eggheads who live in a vacuum world. Those that can do, they do. Those that can't . . . they teach," were some of the charges often hurled at educators by business and industrial leaders when they took on a new crop of graduates as employes.

But that was before the new breed of educators. Teachers who usually come into education with a successful history of work experiences to supplement their academic credentials.

It was also before career orientation to education.

A new concept in education.

The new concept in the Moss Point School District, under the direction of George Leggett, has quietly and quickly gained a reputation as a piloting model to follow. Many school districts already have.

Leggett, a practical man who can work with his hands, his brain or both, had a successful record in the business world before teaching that makes it easy to understand why his approach to career orientation has been successful at Moss Point.

The teachers of the career education department at Moss Point School District are all molded like their boss. There are no "duds" in the Leggett team.

The program is long and comprehensive. It begins with Junior the first day he is a student in the Moss Point schools. It ends the day he walks out into the world with a diploma in his hand. It is a 12-year journey. It is divided into three phases. They are: (1) Awareness. It is conducted through the grammar school years. (2) Exploration. The junior high school years. (3) Preparedness. The high school division.

If the program is stripped down, the essentials show it deals in nothing but reality for the student. It avoids shielding Junior from the realities of life, job demands and his role in the adult world that awaits him.

Heavy stress, as the student advances in grade and age, is laid on helping Junior find exactly the right niche for himself. One that he is suited to. Equally important, one that suits him. He is taught that every member of society, regardless of his occupation, vocation or profession is vital to the working and social order. Values and beliefs are high in the program. The worth of each person is prominent. He is told that no two people are completely alike. That each individual, no matter what his background is, holds a place of infinite value.

The old "blue nose" caste system that once dominated education is out the window. He is taught to make the connection between formal education and other types of learning. Less stress is placed on simply acquiring a college degree for the sake of filling a social obligation and using up four years of a life, than was the case several decades ago.

The career program makes a point of infusing itself into the entire educational curriculum, rather than becoming a separate entity. Had it been formulated as a separate entity, it would have probably degenerated into nothing more than just another subject to be taken as an elective.

Infusing of career education into the program is accomplished through a wide variety of techniques. The appropriate time for a particular age and grade level is also ranked by faculty members as vital. In awareness, some of the techniques involve units of study, role playing, reading activities and field trips. Outside assignments, guest presentations, dramatics, audio-visual materials and more sophisticated techniques appear in higher levels and ages.

Job clusters have been carefully organized. A student that is orientated in both ability and desire toward a particular area may find that one or two of the jobs he is deeply interested in are not for him as much as another related job in the cluster. There are probably 15 to 18 clusters already in the program. All jobs within a cluster are inter related.

It is also pointed out in the program that past studies and contemporary ones, show that persons with a vocational education during the high school years appear to be more successful in college years. Thus smashing an old and unfounded theory that has abounded for decades.

From the beginning of a child's education and career infusion, the worth of the blue-collar worker to the working world is taught. A child whose father is a mechanic is taught to have the same self-esteem as the child who comes from the home of a physician, attorney, journalist or teacher.

Values such as honesty, courtesy, cooperation and the right attitudes toward work are also taught.

A glance at the program in operation shows that speakers are tied in with a lesson, using the job cluster assigned to the grade whenever possible. By relating the real world to the textbook, interest of students runs keener and there are fewer behavior problems, even at the grammar school level.

Some of the same approaches used with grammar school children are employed with senior high students. Only the sophistication increases. For example: A policeman speaking to grammar and junior high school levels would also appear before senior students to explain his career. With small students, he would come in uniform and bring his patrol car, probably emphasizing his weapon, flashing the unit's blue light and sounding the siren. He would explain his job as one that protects them from traffic problems, warding off criminals and making the world a safer place in which to live.

The same officer might appear the following day before a high school class. His approach would vary entirely. With grammar students, he was striving to make them aware of policemen and their role in society. To high schoolers who have already gone through awareness and also exploration of careers, he could expect to face a group of potential law enforcement officers.

The students may have prepared the list of questions given him to answer before his appearance. He is introduced to the class by a student. He will be zeroed in on with questions about his salary, fringe benefits, retirement and social status the job holds. He will have to thoroughly answer these questions from young adults. He may have to candidly tell the part politics play within a department when promotions are in order, admit that full enforcement of the law is impossible and that priorities have to be set in arrests. Answer what per cent of today's national police force is believed to have gone under through corruption.

He may be forced to answer even more personal questions about his own work life. Have you ever been on the take? If not, were you ever approached? If so, were you tempted? Why is the divorce rate nationally so high for law enforcement officers? Is it connected with the long and odd hours worked by policemen? Is it associated with exposure to prostitutes and affairs?"

His slides and motion pictures with soundtracks are also much more advanced for older students.

The job is a complicated one. But Leggett and his staff have received overwhelming support from both students and the community. He believes honesty with students is vital to communication with them. They must respect the teacher as a competent educator. Communication and respect is quickly broken when a teacher attempts to avoid a candid reply to questions.

Though in its infancy at Moss Point and the nation, it is viewed as a program that may well prove to carve out versatile personalities for tomorrow who can quickly make changes in their employment without being fixed in one job or career without the ability to blend with changing employment demands.

Leggett also sees the program as one that will offer the working world a force that is much more competent than those of several years ago.

PAGES 122 THROUGH 134 CONTAINING XEROXED COPIES OF NEWSPAPER PHOTOGRAPHS AND ARTICLES ABOUT THE PROJECT WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SHIPPED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

III. EVALUATION ANALYSIS

The evaluation section of the final report for "A Career Education Project on the Mississippi Gulf Coast" focused primarily on the educational goal and objectives of the project. Each specific objective was investigated by the third-party evaluation team and the findings are reported herein.

Data for this evalution were obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials and methods.
3. Analysis of program operations.
4. Analysis of equipment, supplies, purchases, etc.
5. Interviews with teachers, students and administrators.
6. Review of records containing public relation efforts.
7. Analysis of in-service education activities.
8. Analysis of data obtained from questionnaires administered to students.
9. Analysis of data obtained from questionnaires administered to teachers.
10. Interviews with State Department of Education personnel, consultants, parents and others who were directly and indirectly connected with the career program.

Utilizing the objectives developed for this project, the resulting evaluation efforts were centered upon the program's educational goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL -- To produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; to make career preparation in accordance with these decisions; and to enter and advance in chosen careers. In order to accomplish this primary goal, the ultimate objective of the project was to establish comprehensive career-centered activities for grades 1-12 in the Moss Point Municipal Separate School District.

Objective 1: To establish an administrative structure for the effective implementation and operation of the career-centered program. The administrative structure for the career project for FY 75 remained the same as for the preceding year. (See Figure 4e, p. 12e.) The Vocational-Technical Division of the Mississippi State Department of Education was responsible for administration at the state level and the Moss Point Separate School District was responsible for local administration. A qualified administrator was employed to serve as local director of the project. The local director held a master's degree, met certification requirements, and possessed 9 years of experience in vocational education and business. His responsibilities included maintaining a qualified career staff, conducting in-service training activities, completing the necessary forms and reports for conducting the program, and planning an effective career program for the year. The administrative structure appeared to work well at the local level. Release time for in-service training of teachers continued to be a positive factor in implementing the career project.

To begin the second year of operation a career education in-service training program was conducted during the week prior to the beginning of school. This helped the coordinators and classroom teachers understand more clearly their roles in the project. It also aided in the scheduling of equipment and the dissemination of career materials.

Objective 2: To develop an understanding of and support for the career-centered project from individuals and groups from within the school system and community-at-large. Public relations activities on the part of the career staff continued to be adequate for meeting this objective of the project.

The local Career Education Advisory Committee whose membership consisted of students, parents, civic organization representatives, educators, and representatives from business and industry continued to serve as a sounding board for ideas and advice. The committee continued to advise the career project staff concerning public relations activities, cooperation between the school and community, and helped secure community resources and talents for the project.

Radio and television programs publicized the career education program activities in the Mobile and Biloxi area. Newspaper coverage of career project activities helped to publicize events such as the bicentennial day and the career fair. (See Sample S.)

Other public relations activities included small groups of teachers meeting with members of the career staff; letters were printed and given to students along with instructions on how to explain the career program to their parents; and teacher reports on career education activities were distributed to other teachers. Members of the career education staff appeared on programs of civic clubs and parent-teacher groups to explain the career education program. Overall, the public relations program conducted by the career staff appeared to be adequate to meet the objectives of the project.

During the first year of operation of the project an instrument from which to measure overall attitudinal gains toward the career concept was prepared, field tested, and administered to a group of teachers who were involved in the career project (experimental) and to a group of teachers (control) who were not involved in the project as a pretest measure. No significant differences were found; thus, a post-test control group design was utilized for gain in teacher attitude toward the career education concept during the first year of operation of the project. (See Tables VIe, VIIe, VIIIe, and IXe.)

Prior to the termination of the second (final) year of the project the above instrument was administered to the teachers who had participated in the project. For changes in attitude toward the career concept during the second year of the project see Tables XVe, XVIe, XVIIe, and XVIIIe.

An examination of the Tables indicates no appreciable change in attitude toward the career education concept. However, it should be pointed out that the gain reported during the first year was maintained with little, if any, regression during the second year.

Objective 3: To provide appropriate career awareness and guidance expiences for students at the elementary level. To accomplish this objective the elementary coordinators provided the elementary faculties (grades 1-6) with occupational information, counseling, resource persons, and other essential services and assistance to incorporate the career education concept and activities into the regular instructional program.

In-school in-service activities consisting of meetings with school faculties, small groups of teachers, and individual teachers were held on a regular basis to get the program started. Individual school curriculum councils continued to develop materials and provide administrators with feedback on the usefullness of materials, and the overall effectiveness of the career

TABLE XVe

Comparisons of Mean Scores for Moss Point Teachers in Reference to Their Attitudes Toward the Career Concept.

	Mean Scores	
	1973-74	1974-75
1. Choosing a career is one of the most important decisions a person makes during his lifetime.	4.72	4.77
2. Career development is a continuous process throughout the lifetime of an individual.	4.61	4.42
3. If the school curriculum were career oriented it would be relevant to more students.	4.14	4.03
4. A major purpose of education should be to help students develop sound career objectives.	4.29	4.17
5. Emphasis on jobs and work in the classroom may lead to a better quality educational program in our schools.	4.07	3.98
6. Instruction related to careers is more appropriate for males than for females.	4.08	4.21
7. Community residents are eager to visit the schools and discuss their jobs with students.	3.54	3.49
8. Local resource persons would make career related learning experiences more meaningful to the students.	4.23	4.14
9. The school curriculum should deal less with abstract ideas and more with people oriented problems.	3.96	3.84
10. Developing a positive attitude in students in reference to work should be a major concern of the schools.	4.26	4.23
11. School dropouts may be reduced through the introduction of career-related materials in the classroom.	4.09	3.94

TABLE XVe Cont'd

12. Learning experiences relating to careers are for those students who cannot succeed in an academic program.	3.70	4.02
13. Relating a student's learning experiences to the world of work should increase his motivation.	4.16	4.16
14. Career-related activities should be integrated into the regular school curriculum.	4.18	4.15
15. At present, students have sufficient orientation pertaining to the world of work to make sound career choices.	3.39	3.41

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree)

TABLE XVIe

Comparison of Mean Scores for Moss Point Teachers in Reference to Their Attitude Toward Career Education at the Elementary Level.

	Mean Scores	
	1973-74	1974-75
1. In the elementary grades (1-6) children should be made aware of the various occupations within our society.	4.18	4.16
2. The elementary school curriculum should be concerned with helping each student develop a positive self-image.	4.30	4.44
3. The elementary school curriculum should enhance the social skills of the students.	4.18	4.23
4. At the elementary level, career-related instruction should utilize jobs of the family, community, state, nation, and the world.	3.96	3.88
5. Knowledge of various careers can be enhanced through occupational role playing by the students.	4.04	4.10
6. Elementary Schools should have workmen representing various levels of occupations visit the school and explain to the students their jobs and contributions to society.	4.17	4.11
7. Elementary schools would be improved if the curriculum were centered around the world of work.	3.45	3.31
8. Good attitudes toward work can be developed more readily in elementary students.	3.84	3.84
9. Career-related activities are excellent for developing individual capabilities of young students.	4.01	3.92
10. Elementary school (grades 1-6) is too early for a student to start thinking about the world of work.	3.77	3.91

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree)

TABLE XVIIe

Comparisons of Mean Scores for Moss Point Teachers in Reference to Their Attitude Toward Career Education at the Junior High Level.

	Mean Scores	
	1973-74	1974-75
1. During the junior high school years, children should be allowed to explore their various occupational interests.	4.17	4.12
2. Career activities should be the starting point for instruction in school.	3.13	3.09
3. The major purpose of career exploration is to assist young people in evaluating their individual interests and ability.	4.06	3.99
4. The transfer of learning from the abstract to the practical is enhanced through career exploration.	3.99	3.93
5. A major source of career information should be the classroom teacher.	3.54	3.37
6. Students should be familiar with the present economic system and its implications within the world of work.	4.08	4.11
7. Simple job activities or procedures (hands-on experiences) are essential to career learning experiences.	3.99	3.91
8. Both academically and vocationally oriented students should begin preparation for their careers in high school.	4.00	3.82
9. Learning experiences for each student should be related to his or her career plans.	3.87	3.67
10. Once a student makes a realistic career decision, he should be encouraged to pursue it.	3.75	4.08

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree)

TABLE XVIIIe

Comparisons of Mean Scores for Moss Point Teachers in Reference to Their Attitudes Toward Career Education at the High School Level.

	Mean Scores	
	1973-74	1974-75
1. Supervised work experience should be an integral part of a school curriculum.	4.05	3.92
2. Students who excel in social studies should be informed of jobs that are related to this field.	4.08	4.02
3. The relationship of mathematics to various occupations should be taught in all mathematics courses.	4.06	4.14
4. Interest in an English class could be stimulated by visits of a newspaper editor.	4.02	4.07
5. Courses such as physical education and music will be more effective if career-related activities are fused into them.	3.74	3.90
6. Upon graduation, few high school students have made definite career choices.	3.79	3.77
7. A center with materials providing detailed career information should be available for all students.	4.33	4.35
8. A placement system should be an integral part of any school program.	4.11	3.93
9. Follow-up studies of former students should be performed on an annual basis.	3.92	3.91
10. A person does not need a college degree to become a success in life.	4.36	4.39

(5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree)

awareness program. Career companion guides were written, printed and made available to elementary teachers.

Teachers worked with small groups and individual pupils to develop and enhance the self-concept of students. The teachers found students to be more interested and attentive when subject matter was equated with the world of work. Social skills and moral values were stressed along with the rewards and dignity of work.

Career awareness was fused into the on-going instructional program on a continuous basis. Career awareness developed as pupils participated in discussions on topics such as "what my parents do for a living," and by listening to guest speakers discuss their respective jobs. Observations by third-party evaluators indicated that students had participated in many other career activities related to "what I want to be when I grow up."

Activities of the program were documented by photographs of bulletin boards, guest speakers, and displays of student projects. Samples of the activities are shown in other sections of this report.

The project made no provisions for comprehensive guidance services other than career counseling. The guidance counselors in the regular school program worked closely with the career coordinators in planning career activities in the elementary schools. Thus, all students were given an opportunity to increase their self awareness and career awareness through guidance experiences infused into the regular classroom activities.

Third-party evaluators made an experimental study to determine if there was a significant difference between experimental and control groups of fourth graders (N-161) concerning attitudes toward career education and knowledge of careers. The experimental group (N-100) had participated in the career project; while the control group (N-61) was from a neighboring school district and had not participated in a career project.

Two instruments, one to measure attitude toward the world of work and another to measure knowledge of careers were read orally to both groups of students by a trained administrator. The results are reported in Table XIXe and Table XXe, respectively. Examination of the Tables indicate significant gains by the experimental group when compared to the control group. It appeared that gains at the .05 level of confidence and especially the number

TABLE XIXe

Attitudes of Elementary Students Concerning the World of Work

Item	Least Square Means Experimental	Least Square Means Control	F Ratio
1. A person should think about what he likes to do and does not like to do before he chooses a job or career.	2.84	2.65	5.809*
2. A job or career is something a person does every day to earn a living.	2.66	2.36	7.245**
3. A person should think about what he wants to do when he is young.	2.49	2.40	.422
4. The kind of work a person does can cause him to live in a certain place.	2.29	2.21	.316
5. A person should try to know and understand himself before he tries to choose a job or career.	2.82	2.50	11.262**
6. Some people work better with their hands, while other people are better at working with their minds or brain.	2.70	2.54	2.303
7. It is better to be a doctor than a carpenter, garbage man, or factory worker.	1.90	1.96	.245
8. A person's habits could keep him from doing well on a job.	2.63	2.22	11.770**
9. The community is made up of all different kinds of workers, and each kind of worker is important.	2.92	2.60	16.478**

TABLE XIXe Cont'd

Item	Experimental	Control	F Ratio
10. What a person learns in school will help him in the job or career he chooses.	2.95	2.78	8.445**
11. Different kinds of jobs can make people wear different kinds of cloths.	2.60	2.40	2.455
12. To get a good job a person must finish college.	2.47	2.55	.489
13. Some people are not smart, and we should not waste time trying to teach them.	2.90	1.73	15.020**
14. I don't need help from others because I can do everything for myself.	1.13	1.327	5.270*
15. My town, community, and home don't need me because I am not important.	1.13	1.27	3.744
16. What I do isn't really important because what I do does not affect anyone else.	1.42	1.72	6.463**
17. I am too young to think about what I want to be when I grow up.	1.44	1.91	13.873**
18. There is nothing I can do to help make my home and community a better place to live.	1.26	1.78	20.036**
19. The jobs or chores I do around home are important to my family and to me.	2.99	2.68	22.745**
20. Honest work helps all of us.	2.85	2.59	8.216**
21. Studying about people and how they are alike is fun.	2.64	2.29	9.992**

TABLE XIXe Cont'd

Item	Experimental	Control	F Ratio
22. Good listening and talking are important in all kinds of work.	2.70	2.73	.151
23. A person's anger does not affect other people around him.	1.49	1.60	1.029
24. A person who acts mad or grumpy all the time will not make a good friend.	2.56	2.37	1.921
25. The kind of work a person does is not as important as the person himself.	2.09	1.98	.636

* F - significant at the .05 level
** F - significant at the .01 level

(3.0 agree, 2.0 no opinion, 1.0 disagree)

TABLE XXe

Comparison of Responses Concerning Elementary Students' Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses		
	Experimental	Control	X^2
1. I am a person who fixes light switches and helps make the lights burn in your house. ans: an electrician	99.0	91.8	3.64
2. I am a person who sells gasoline for your car and sometimes may fix a flat tire. ans: a service station worker	97.0	91.8	1.20
3. I am a person who tries to get children to learn things that might help them get a job as they get older. ans: a teacher	91.0	90.2	.010
4. I am a person who plows the soil and produces food and other products for people. ans: a farmer	91.0	86.9	.313
5. I am a person who builds things like houses, cabinets, bookshelves and other things. ans: a carpenter	87.0	73.8	3.63
6. I am a person who works in an office, and I type letters and answer the telephone. ans: a secretary	96.0	91.8	.594
7. I am a person who makes sure your teeth are clean and healthy. ans: a dentist	95.0	91.8	.229
8. I am a person who helps mom by washing and fixing her hair. ans: a beautician	92.0	54.1	29.20**

TABLE XXe Cont'd

Item	Experimental	Control	X^2
9. I am a person who knows how to build things like a dam, a road, or a building. ans: an engineer	32.0	24.6	.679
10. I am a person who keeps people from breaking the law. ans: a policeman	96.0	88.5	2.255
11. I am a person who fixes cars and other machines that do not work. ans: a mechanic	90.0	68.9	10.086**
12. I am a person who works in the hospital or doctor's office taking temperatures and giving shots. ans: a nurse	95.0	86.9	2.356
13. I am a person who manages the store where your mother buys food and other products. ans: a groceryman	70.0	68.9	.000
14. I am a person who fixes things in the house (washing machine, T.V., etc.) when they tear up. ans: a repairman	93.0	42.6	47.289**
15. I am a person who takes the doctor's directions and fills the bottles with pills and sells them to you. ans: a pharmacist	61.0	27.9	15.351**
16. I am a person who tries to make all kinds of sick animals well. ans: a veterinarian	82.0	59.0	9.084**
17. I am a person who helps people with money matters like loans, checking accounts, protects your money, etc. ans: a banker	92.0	85.2	1.184

TABLE XXe Cont'd

Item	Experimental	Control	X^2
18. I am a person who works in a store and helps people find what they want to buy. ans: a sales person	74.0	59.0	3.268
19. I am a person who predicts whether it will be sunny or rainy tomorrow. ans: a weatherman	96.0	91.8	.594
20. My job is talking on radio and T.V. ans: an announcer	78.0	72.1	.427
21. I am a person who picks up and delivers letters and packages to people. ans: a postman	98.0	90.2	3.40
22. I am a person who takes different kinds of metal and makes things like gears which turn wheels. ans: a machinist	49.0	49.2	.019
23. I am a person who helps people who have different kinds of problems, and I defend them in court. ans: a lawyer	77.0	80.3	.089
24. I am a person who gathers facts and writes the stories in the newspaper. ans: a reporter	88.0	77.0	2.59
25. I am a person who cooks food for other people. ans: a chef or baker	97.0	82.0	8.97**

* - 3.84 significant at the .05 level
** - 6.64 significant at the .01 level

of gains at the .01 level of confidence indicate that the career awareness objective at the elementary level was adequately met.

Objective 4: To provide appropriate career exploration and guidance experiences for students at the junior high levels. Students in the junior high schools participated in a variety of excellent career awareness activities. In the specially designed course, occupational orientation, students received occupational information in a broad range of occupational categories and levels. Because of more student contact in the occupational orientation course, it continued to be a strong point in the junior high phase of the career project.

The industrial arts course continued to provide hands-on exploratory experiences in a variety of activities directly related to jobs. Junior high school classes visited the high school and observed vocational classes such as the building and construction trade programs. (See Sample .) Another section of this report described activities and projects completed in the exploratory phase of the project.

Student attitudes toward the career concept and knowledge of careers were measured during the latter perty of the second year of the project. Instruments designed for this purpose were administered to 128 randomly selected 7th grade students in two school districts. Students in the experimental group (N = 66) had participated in exploratory activities. Students in the control group (N = 62) had been informed about career education but had never participated in a career project. A review of the study revealed that the experimental group scored significantly higher on 13 of the 25 items than did the control group on attitudes concerning the world of work. (See Table XXIe.) The experimental group scored significantly higher on 17 of the 25 items concerning knowledge of careers than did the control group. (See Table XXIIe.)

The above findings would appear to substantiate the assumption that the objective of providing appropriate career exploration and guidance experiences for students at the junior high level was adequately met.

Objective 5: To provide a variety of occupational preparation programs at the secondary level. The career-centered curriculum at the senior high school level was an upward extension of the exploratory experiences received in elementary and junior high levels, with emphasis placed on occupational preparation activities. Evaluation personnel found that a variety of occupational programs were offered at the

TABLE XXIe

Attitudes of Junior High Students Concerning the World of Work

Item	Least Square Means Experimental	Control	F Ratio
1. When a student reaches junior high age, he should have some idea about what he would like to do to earn a living.	2.79	2.71	.495
2. It is easy for students to relate school subjects with jobs or occupations.	2.58	1.98	17.006**
3. School lets students learn about jobs and occupations while studying other things (English, math, etc.) that will help them in life.	2.75	2.83	.625
4. A person should choose the same job or occupation held by someone else in the family.	1.04	1.25	9.050**
5. The more education a person has the more money he will be able to make.	2.67	2.58	.654
6. School would be more interesting if people from different jobs (pharmacist, electrician, etc.) would come to class and tell what they do and the type training they needed.	2.79	2.58	3.997*
7. It would be easier for a person to choose the job or occupation he liked if he had a chance to work in that job before he completed school.	2.50	2.44	.181
8. In order to be a success in life a person must finish college.	1.56	2.26	19.771**

TABLE XXIe Cont'd

Item	Experimental	Control	F Ratio
9. Subjects like industrial arts, home economics, vo-ag. (vocational subjects) are for students who are not smart enough or do not want to go to college.	1.29	1.61	6.223*
10. The habits a person has will not hinder him from getting or keeping a job.	1.80	1.88	.218
11. A person's personality should be considered when applying for a job because the way a person acts does affect other people.	2.93	2.53	14.968**
12. Some jobs or occupations help decide where a person will live.	2.66	1.91	28.019**
13. The grades or past record of a person should be considered when he applies for a job.	2.82	2.79	.127
14. A person's likes and dislikes should be considered even before money when choosing a job or occupation.	2.64	2.15	14.292**
15. Training for a job or occupation is more important today than it was ten (10) years ago.	2.69	2.41	4.855*
16. The earlier a person finds out what he wants to be the more likely he is to succeed.	2.59	2.62	.038
17. Being a doctor or lawyer is more important than being a carpenter or bricklayer.	1.87	2.41	12.035**
18. Reading materials which explain different jobs and careers make it easier to narrow the list of jobs a person might like to do.	2.87	2.68	3.865

TABLE XXIe Cont'd

Item	Experimental	Control	F Ratio
19. Class visits to different businesses and industries help a person understand the job and the training needed for each worker.	2.88	2.67	5.034*
20. Class visits to business and industry will help a person relate school subjects to jobs and occupations.	2.67	2.36	6.118*
21. A person must work in order to provide things necessary for his way of life.	2.59	2.76	1.826
22. A job requires a person to be responsible and also involves a day's work for a day's pay.	2.77	2.76	.026
23. Relating school subjects (math, English, etc.) to jobs and careers would make school more interesting.	2.54	2.59	.119
24. Teachers and counselors provide students with materials which will help them decide what they want to do.	2.77	2.39	8.746**
25. The subjects a person takes in school should relate to what he wants to do after he finishes school.	2.64	2.66	.030

*F - significant at the .05 level
**F - significant at the .01 level

3.0 agree, 2.0 no opinion, 1.0 disagree

TABLE XXIIe

Comparison of Responses Concerning Junior High Students' Knowledge of Careers in Experimental and Control Groups

	% of Correct Responses		
Item	Experimental	Control	F Ratio
1. An example of a job or career in which a person would need to learn a lot of science is ________. (a chemist)	96.8	95.5	.005
2. A person who is good at working with his hands might be a good _______. (bricklayer)	95.2	66.7	14.752**
3. An example of a job or career in which a person would need to learn a lot of math is _______. (engineering)	32.3	12.1	6.452*
4. A worker who has developed a specific talent is generally called _______. (skilled)	32.3	13.6	5.308*
5. The ability to listen and talk would be needed in a job such as _______. (a teacher, a receptionist, and a secretary)	72.6	62.1	1.147
6. An example of a career or career field in which a person would need to learn a lot of English is _______. (journalism)	64.5	27.3	16.423**
7. The job or career a person chooses may determine _______. (where a person lives, the kind of clothes he wears and the amount of money a person makes)	77.4	53.0	7.305**
8. In order to get almost any job today, a person must have _______. (completed high school)	48.4	27.3	5.213*

TABLE XXIIe Cont'd

Item	Experimental	Control	F Ratio
9. A Bachelor of Science or college degree would probably be required of _______. (an electrical engineer)	53.2	22.7	11.419**
10. Of the following examples of jobs or occupations, the one that would require a person to learn a lot about social studies is _______. (a potitician)	35.5	27.3	.657
11. Of the following examples of jobs or occupations the one most likely to earn a commission would be _______. (a salesman)	79.0	18.2	45.045**
12. Of the following examples of jobs or occupations, the one which requires a person to work with his hands most is _______. (a carpenter)	93.5	84.8	1.671
13. Of the following examples of jobs or occupations, the one which is considered to be on the managerial level would be _______. (a bank president)	80.6	48.5	12.999**
14. Vocational training is generally associated with _______. (skill development)	11.3	15.2	.146
15. A college degree is most often associated with _______. (professional work)	61.3	48.5	1.630
16. A person who wants to be a disc jockey would need a good background in _______. (English)	59.7	22.7	16.595**
17. Of the following examples, the one which would require the most accurate spelling is _______. (a secretary)	96.8	90.9	1.009

TABLE XXIIe Cont'd

Item	Experimental	Control	F Ratio
18. A person's career is _______. (the way or means he chooses to make a living)	83.9	60.6	7.447**
19. When a person is trying to choose a career he should consider _______. (the training or education required, the expected salary and his own abilities and interests)	62.9	56.1	.369
20. Of the following examples of jobs or occupations, the one which requires the most education is _______. (a veterinarian)	66.1	47.0	4.021*
21. Cosmetologists are sometimes called _______. (beauticians)	85.5	27.3	41.530**
22. A dietitian is responsible for _______. (planning menus)	91.9	31.8	46.045**
23. A data processing machine operator works with a _______. (computer)	79.0	57.6	5.810*
24. An apprentice is _______. (a paid worker in training)	62.9	18.2	24.842**
25. Of the following examples of jobs or occupations, the one which requires a person to have a health certificate is _______. (chef)	85.5	21.2	50.394**

* - 3.84 significant at the .05 level
** - 6.64 significant at the .01 level

secondary level. Over 61% of the high school students were enrolled in one of the following vocational programs: Business Education; Distributive Education; Home Economics; or one of the Trade and Industrial courses which included mechanical drawing, metal trades, building trades, and industrial drafting.

The career education concept was integrated into the regular high school curriculum which included math, science, social studies and English classes. The activities utilized by teachers in these courses were described in other sections of this report. Although more effort appeared to be concentrated in the vocational areas, a substantial amount of interest and emphasis was found in the academic areas. Student participation in events such as the career fair indicated, not only acceptance, but enthusiasm for career activities.

Third party evaluators made an assessment of student attitudes concerning the world of work and measured their knowledge of careers. Appropriate career assessment instruments were obtained from the Research and Curriculum Unit at Mississippi State University. The research design and statistical procedure were the same as used at the elementary and junior high level. The experimental and control groups consisted of 105 high school sophomores, with 60 in the experimental group and 45 in the control group.

A review of the study indicated that the experimental group scored significantly higher than the control group on 4 of the 25 statements concerning attitudes toward the world of work. (See Table XXIIIe.) Students in the experimental group scored significantly higher than students in the control group on 9 of the 25 statements concerning knowledge of careers. (See Table XXIVe.)

Objective 6: To provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing or dropping out of the school system. An intensive program of guidance and counseling was evident throughout the school year on the part of the career counselor and the regular guidance staff. All counselors worked in close relationship with classroom teachers, administrators, parents, and the community to provide occupational information and services to secondary students.

Guidance services for the secondary students centered around data collection, analysis, and processing which

TABLE XXIIIe

Attitudes of High School Students Concerning the World of Work

Item	Least Squares Means Experimental	Least Squares Means Control	F Ratio
1. It would be helpful to a person in choosing a career if people who were on a job would come to school and explain what they do and the training required for the job.	4.733	4.55	2.137
2. In order to be successful today a person must have a college education.	3.20	3.55	1.725
3. School learning experiences or subjects should be related to student's interests.	4.13	3.88	1.205
4. It would be helpful to a person in choosing the right job if he could work on the job before he completed his education or training.	4.37	3.93	4.498*
5. Relating school subjects to the world of work or jobs would make school more interesting.	4.20	3.73	3.873
6. School and School-related activities are closely associated with the world of work and careers.	3.48	3.75	1.200
7. School and School-related activities have informed students about today's work world.	4.13	4.03	.222
8. School learning activities and/or class activities help students understand the barriers between themselves and the world of work.	4.35	3.75	7.164**

TABLE XXIIIe Cont'd

Item	Experimental	Control	F Ratio
9. Guidance activities are helpful in identifying a student's interests and abilities.	4.17	3.93	1.435
10. Visiting different businesses and industries helps a student understand what he should study in school.	4.35	4.05	2.599
11. Different career activities mixed with the usual school subjects would make these subjects easier to learn.	4.15	3.58	5.337*
12. All subjects in high school should have activities that closely relate to the world of work.	4.35	3.92	3.473
13. One of the main services of a high school should be to help each student find what he wants to do the rest of his life.	4.37	4.18	.798
14. There should be a special high school course that deals with available careers and the world of work.	4.60	4.28	2.856
15. Communications are important in securing and keeping a job.	4.48	4.35	.701
16. Most high school graduates have specific goals for their future in mind at graduation.	4.02	4.10	.166
17. A person's personality should be considered when he chooses an occupation or career.	4.42	4.23	1.030
18. Developing a useful skill should be the highest consideration in one's future.	4.28	3.87	3.684
19. A person's attitude will not affect his ability to keep and advance in a job.	1.91	2.18	.837

TABLE XXIIIe Cont'd

Item	Experimental	Control	F Ratio
20. Professional ethics (loyalty, honesty, etc.) are not necessary in today's work world.	1.51	1.90	2.557
21. High school instruction prepares one for a career even if he does not want to continue his education beyond high school.	3.26	3.63	2.331
22. Vocational education and skill training are only for those people who cannot make it to college.	2.31	2.23	.082
23. Choosing a career is made easier by having the counselor help find and cultivate interests and talents.	4.28	3.65	9.749**
24. The most important thing to consider when choosing a job is salary.	3.22	3.08	.245
25. The jobs or careers in today's work world that pay the highest salary require a person to have a college degree.	3.24	3.35	.132

*F - significant at the .05 level
**F - significant at the .01 level

TABLE XXIVe

Comparison of Responses Concerning High School Students Knowledge of Careers in Experimental and Control Groups

Item	% of Correct Responses Experimental	Control	X^2
1. A social security number is issued to a person _______. (once in a lifetime)	80.0	71.7	.563
2. A job is _______. (a means for providing some security for a person and/or his family)	60.0	63.3	.021
3. An example of a job included in the public service cluster is _______. (a policeman)	62.2	36.7	5.747*
4. An example of a skilled worker is _______. (a doctor)	8.9	11.7	.019
5. Generally, more formal education is associated with jobs of _______. (professional workers)	51.1	31.7	3.281
6. If an unemployed person were looking for a job, generally the first place to contact would be _______. (state and local employment offices)	93.3	81.7	2.103
7. Helping a student get a job when he finishes or drops out of school should be the responsibility of _______. (the counselor)	51.1	43.3	.351
8. A factor or factors other than salary that should be considered when choosing a job is (are)_______. (employer-employee relations, working conditions, and fringe benefits)	66.7	58.3	.445

TABLE XXIVe Cont'd

Item	Experimental	Control	X^2
9. An example of a professional worker is _______. (teacher)	20.0	11.7	.812
10. An apprentice is _______. (a person in training under a skilled worker)	60.0	30.0	8.264**
11. A personal meeting with a prospective employer is called _______. (an interview)	80.0	66.7	1.668
12. An organization designed to help or support workers and their interests is called _______. (a union)	64.4	45.0	3.164
13. A worker awarded a better job by his employer or company has received _______. (a promotion)	91.1	60.0	11.186**
14. The job which would pay a person the greatest money or the highest salary is _______. (truck driving)	17.8	13.3	.124
15. The job which requires the greatest amount of formal education (school) is that of a (an) _______. (Pharmacist)	66.7	41.7	5.479*
16. The occupational area which offers the best retirement and fringe benefits is _______. (military service)	55.6	40.0	1.914
17. A worker should inform his employer of his plans of quitting his job at least _______. (2 weeks in advance)	55.6	30.0	5.928*
18. The first person a worker should contact about a problem related to his work would be _______. (the shop foreman)	26.7	15.0	2.825

TABLE XXIVe Cont'd

Item	Experimental	Control	X^2
19. The job which requires the most formal education (school) is _______. (engineer)	37.8	13.3	8.976 **
20. A foreman or his position would generally be classified as _______. (manager)	31.1	21.7	1.854
21. In today's work world most jobs require a person to have completed _______. (high school)	80.0	46.7	10.644**
22. A person who cannot communicate well with people should not attempt to be _______. (a secretary)	84.4	51.7	10.850**
23. "Blue collar" labor is a term that is associated with jobs that require _______. (semi-skilled workers)	17.8	6.7	2.134
24. An example of a job or jobs included in the construction cluster is _______. (carpenter, civil engineer and bricklayer)	51.5	43.3	.351
25. An example of a job included in the fine arts and humanities cluster is _______. (clothes designer)	66.7	35.0	9.093 **

* - 3.84 significant at the .05 level
** - 6.64 significant at the .01 level

contributed to career selection and preparation. The counselors and teachers appeared to have a positive attitude toward the career concept and the local career education program. Students appeared to be concerned about selection of a career. Students attended group guidance sessions, and some sought individual counseling following these sessions.

The high school coordinators assisted at the high school registration activities, and had an excellent opportunity to help students make course selections in keeping with their future career plans.

An adequate testing program was operated in the school system to determine the intelligence, personality factors, aptitude, and interests that would qualify students for specific jobs or professions. Students were encouraged through self introspection to make a tentative career choice and participate in one of the vocational preparatory programs. The school system cooperated with the NYC program in the work experience program for youth.

In the area of informal job placement, a listing of possible places of employment was made, students were counseled on how to go for job interviews, and follow-up files were kept in the career office. Some employers came into the school to interview students. The Moss Point Fire Department came into the school actively recruiting high school graduates to fill vacancies in the department.

A dropout survey was made prior to the beginning of the project and has been maintained at the seventh grade level where the occupational orientation classes were taught. During the 1972-73 school year (the year preceding the career education project) 42 seventh grade students dropped out of school. During the 1973-74 school year (first year of the career project) there was an increase in enrollment but dropouts decreased to 35. During the first semester of the 1974-75 school year (the latest available dropout date) only 6 students had left school. The third party evaluators felt that the career project was partially responsible for the decrease in the number of dropouts.

Objective 7: To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and the school system which will aid the student in bridging the gap between educational experiences and the world of work. The Moss Point Career Education Project continued to receive favorable publicity through the news media in the Moss Point area. As a result of publicity in the Mississippi Press Register concerning the career project and personal invitations to representatives of industrial and business firms to serve as resource persons, a close relationship coutinued between members of the career staff and leaders in industry. A number of representatives of business, industrial and service organizations, came into the school to assist with the project.

Examples of employers coming into the school for recruiting purposes have been discussed in other sections of this report. The career fair which consisted of booths set up in the high school gym to publicize job opportunities in area industries and service establishments is indicative of community acceptance of the career project.

Field trips to the Jackson County Branch of Gulf Coast Junior College and the Jefferson Davis Junior College made students aware of the programs available to them in the health occupations and other vocational fields.

Instructors from the junior colleges visited the Moss Point school to talk to classes and to publicize the junior college programs. Other representatives of post-secondary institutions such as Mississippi State University, while working with the career staff, provided the career staff with information concerning higher education.

Objective 8: To provide a variety of continuing occupational education (adult) programs for out-of-school groups. Adult courses continued to be offered as evening classes at the local vocational facility. Course offerings in typing, shorthand, secretarial science, powder puff mechanics, metal trades, carpentry, and masonry continued to be offered to adults who wanted to train for employment or advancement on the job. The emphasis in the trade and industrial classes was on development of knowledges, skills and attitudes for successful job entry.

During the operation of the career project the local project director assumed partial responsibility for developing a more comprehensive adult program. When the project terminated, the project director was named director of adult and vocational education for the Moss Point School System. Third party evaluators felt that this appointment would indicate that this objective was adequately met.

Objective 9: To provide career-centered in-service training for the entire school system's faculty. During the first year of the career project, in-service training was conducted during the summer months for counselors, administrators and faculty who were on a twelve months contract. A series of meetings were held where career staff members explained the basic concepts of the career project. Personnel from the R/CU, Mississippi State University and the SDVTE served as consultants to the career staff in conducting the meetings. The career staff conducted meetings with elementary teachers to plan the awareness phase of the project, and a meeting for junior and senior high teachers to plan the exploration and preparation phases of the project. The career staff continued to meet with teachers for in-service training sessions throughout the year.

During the second year of the project several individual conferences and group meetings were held between career staff and classroom teachers to discuss the career project as it related to the instructional program. In-service training was provided prior to the beginning of school and appeared to be adequate during the school year. Career curriculum guides were completed for each of the three phases of the project and will be available for use after the project is terminated.

Objective 10: To continually evaluate and redirect (if necessary) the career-centered program. Evaluation of the career-centered program in the Moss Point schools during the 1974-75 school year centered around refinement of career activities and correction of weaknesses identified during the first year of operation. The career staff was involved in self-evaluation to improve performance by all personnel involved in the program. State staff members visited the project at intervals during the year to discuss career related problems and alternatives with the career staff, teachers, and administrators.

Third party evaluators assisted the career staff in developing instruments for collecting data, solving problems, planning a public relations program, and completing quarterly and final reports.

Three instruments were developed, field tested, and administered to teachers and students involved in the career project. The instruments were designed to measure: 1) Teacher attitude toward the career concept; 2) student attitude toward the world of work; and 3) student knowledge of careers.

IV. SUMMARY

The goal of this project was for the Moss Point Separate School District to produce a product (students) with sufficient occupational awareness and exploratory experiences to make sound career decisions; and to enter and advance in chosen careers. In order to accomplish this goal, a comprehensive program of career centered activities for grades 1-12 were implemented in the school system to accomplish the following specific objectives:

a. To establish an administrative structure for the effective implementation and operation of the career-centered program;

b. To develop an understanding of and support for the career-centered project from individuals and groups both within the school system and the community at large;

c. To provide appropriate career awareness and guidance experiences for students at the elementary school level;

d. To provide appropriate career exploration and guidance experiences for students at the junior high school level;

e. To provide a variety of occupational preparation programs at the secondary school level;

f. To provide an intensive program of guidance-counseling-educational placement-job placement and follow-up for secondary students completing or dropping out of the school system.

g. To develop an appropriate interactive network among industries, post-secondary institutions, institutions of higher learning and the school system which will aid the student in bridging the gap between educational experiences and the world of work;

h. To provide a variety of continuing occupatonal education (adult) programs for out-of-school groups;

i. To provide career-centered in-service training for the entire school system's faculty; and

j. To continually evaluate and redirect (if necessary) the career-centered program.

The evaluation procedures centered around the use of the program's educational goal and objectives as a standard by which the outcomes would be measured. The procedure included data collection; analysis of records and reports; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical

Educational personnel, consultants, school system faculty and administrators, parents, and students.

Instruments were developed and field tested for use in the career project to assess the attitudes of teachers in the project schools. The instrument was used to compare the mean scores of teachers in the project (experimental group) with a group of teachers (control group) not involved in the project. The test indicated an attitudinal gain by teachers in the career project during the first year of the project. The same instrument was used to assess teacher attitude (experimental group only) during the second year of the project. The results indicated no regression in attitude and in some instances an attitudinal gain by the teachers.

During this first year of operation, progress was made in "fusing" career-centered activities into the on-going curriculum at the elementary level. Occupational orientation courses and Industrial Arts classes in the junior high school provided students with hands-on experiences. Over 60 percent of the senior high students were enrolled in vocational preparation classes.

During the second year of operation, career-centered activities continued to be implemented into the on-going curriculum of the school system. Instruments were developed, field tested and used to measure attitudinal gain and knowledge of careers of selected elementary, junior and senior high school students. Analysis of the test scores revealed a significant gain on a large number of the items tested.

V . CONCLUSIONS

At the end of the first year of operation the Moss Point Career Education Project was found to have sufficient merit to continue funding for the second year. Recommendations made by third party evaluators at the end of the first year appeared to be implemented during the second year of operation. Upon analysis of evaluation data it was concluded that the goal and objectives of the career project were adequately met.